BEYOND HIGH SCHOOL

Follow-up Study of June 2001 High School Graduates

GOVERNMENT OF
NEWFOUNDLAND
AND LABRADOR
Department of Youth Services and
Post-Secondary Education
Division of Corporate Planning and Research

Canada

NEWFOUNDLAND AND LABRADOR
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A Message from the Minister

I am pleased to present ***Beyond High School: The Report of the Follow-up Survey of June 2001 High School Graduates.*** As the Minister of Youth Services and Post-Secondary Education and as a parent, I know the value and importance of a good post-secondary education. Our goal as a government, and my personal goal as a Minister, is to ensure that post-secondary participation in Newfoundland and Labrador is the highest in the country and that all learners in this province make sound choices and achieve credentials that will ensure a bright future for themselves and for our province. In reaching this goal, it is important that we understand how our youth make decisions on post-secondary study, who influences those decisions, and what ultimately happens to students beyond high school.

Beyond High School highlights the results of a study conducted by the Department of Youth Services and Post-Secondary Education to determine the post-graduation activities of high school graduates of June 2001. Graduates were asked whether or not they were attending a post-secondary institution and what influenced their decision. Those graduates not attending post-secondary were asked to indicate if they had future plans to attend. Most importantly, the document studies the factors that affect students in making their decision to attend post-secondary.

Key findings of the report indicate the majority of the June 2001 high school graduates in this province were engaged in post-secondary studies in less than a year following graduation. Of those attending post-secondary, there has been an increase in the percentage of students attending Memorial University and College of the North Atlantic from 1996 to 2001. ***Beyond High School*** also includes the reasons graduates chose not to pursue post-secondary studies.

I encourage educators and administrators, and most importantly, parents, to use the findings of ***Beyond High School*** in the counseling of our youth with respect to career planning. We must all work together to provide career planning information so that students make informed decisions about their post-secondary education. Parents and students should begin this planning as early as possible and well in advance of attending post-secondary institutions. I am confident that you will find the information in ***Beyond High School*** will assist you in this process.

Thistle

ANNA THISTLE, MHA
Grand Falls - Buchans District
Minister

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EXECUTIVE SUMMARY

In the late fall of 2001 and early winter of 2002, the high school graduates of June 2001 were involved in a study, conducted by the Department of Youth Services and Post-Secondary Education, to determine their post-graduation activities. Surveys were conducted on a significant sample of the graduate population while the whereabouts of the remainder were determined through a linkage with the post-secondary enrolment databases. The survey was successful in tracking 90% of the June 2001 graduating class (621 or 10% of graduates could not be tracked due mainly to poor contact information).

Of those graduates surveyed, the questions posed to them determined whether or not they were attending a post-secondary institution and what had prompted their decision. Those graduates not attending post-secondary were also asked to indicate if they had future post-secondary plans. External factors which can ultimately affect the pursuit of a post-secondary education such as the availability of required financial support, the ability to meet entrance requirements and personal or family issues were also examined.

Key Findings

The Post-Secondary Cohort

- At the time of survey, that is between November 2001 and March 2002, 71% or 3,808 of the 5,371 June 2001 high school graduates who were tracked through the survey, were engaged in post-secondary studies. Although the actual number of students enrolling in post-secondary has decreased over the period since 1996 as a result of a declining secondary school population, there was a slight increase (1%) in the proportion of high school graduates entering post-secondary immediately out of high school.

- Of the June 2001 graduating class who were not engaged in post-secondary studies at the time of survey, 9% (n=141) had returned to school to upgrade their marks. It can be expected that these graduates will eventually enter post-secondary.

- Memorial University accounted for 56% of the June 2001 high school graduates attending post-secondary institutions, up from 1996 when 53% attended Memorial.

- The percentage of high school graduates in the post-secondary cohort that were in attendance at the College of the North Atlantic increased from 17% in 1996 to 25% in 2001.

- Private colleges in Newfoundland and Labrador were attended by only 6% of the June 2001 high school graduates attending post-secondary, down from 18% in 1996.

- In 2001, the percentage of the post-secondary cohort attending out-of-province post-secondary institutions decreased from 13% in 1996 to 11% in 2001.

The Non-Post-Secondary Cohort

- The reasons most cited by graduates for not pursuing post-secondary studies in the fall after graduation was the inability to decide on a career path (42%), inadequate entrance grades (22%) and insufficient finances (19%).

- Of those graduates from 2001 whose post-graduation activities were determined through the survey, 17% were working and employed predominantly in the retail sales and service industries while another 8% were unemployed. Almost half indicated they were working to finance their future post-secondary studies.

- The vast majority (93%) of June 2001 graduates not engaged in post-secondary studies at the time of survey expressed a desire to do so in the future. The institution of choice for the largest group of these students (30%) was the College of the North Atlantic. A government student loan was cited as the means by which almost half (48%) of graduates will pay for their future post-secondary studies.

The High School Experience

- Overall, 60% of June 2001 high school graduates indicated they had chosen a career path; of these graduates, 41% had made their career choice prior to or during Grade 10.

- Graduates cited parents or guardians (54%), teachers (45%) and guidance counsellors (42%) as important sources of career advice.

- While graduates were aware of the in-school career counselling services available to them in high school, only 60% reported using the services of a guidance counsellor to help plan their future.

- Graduates attending post-secondary (81%) were more inclined to be involved with extracurricular activities during high school than those who never proceeded to post-secondary (68%).

- Overall, 42% of the June 2001 graduating class worked during high school, prompted generally by a need for spending money.

1.0 The Follow-up Study of June 2001 High School Graduates

1.1 Introduction

One of the key determinants of an individual's employment opportunities is their level of education. This statement is supported by *The Report of the Pan-Canadian Education Indicators Program 1999* which demonstrated that, despite a province's overall labour market conditions, individuals with a higher level of education had higher rates of employment. However, for individuals at lower levels of educational attainment, employment rates across all provinces showed greater variability with outcomes tied more to the strength of the respective provincial labour market.

Recent statistics on educational attainment suggest that Newfoundland and Labrador's youth are increasingly aware of the importance of education to their future. In 1979, according to Statistics Canada, 45.3% of 25-34 year olds in the Province had not completed high school however by 2000 this percentage had decreased to 17.6%. Similarly, the proportion of this population group that had attained high school or above increased from 54.3% in 1979 to 88.3% in 2000.

This positive trend towards higher levels of education is especially meaningful given that the majority of new jobs to be created over the next five years will require that incumbents have obtained post-secondary credentials. In fact, if only non-student employment is considered, 70% of new jobs will require a post-secondary diploma and occupations requiring a university degree will demonstrate an annual growth rate of 2.3%.[1]

Yet despite a demonstrated relationship between education and labour market outcomes, a significant proportion of high school graduates still choose not to pursue post-secondary activities immediately after high school. What, then, motivates the Province's high school graduates to make the decisions they do regarding post-secondary education participation?

To better understand the mind-set of today's graduates, the Department of Youth Services and Post-Secondary Education's Division of Corporate Planning and Research conducted a survey of June 2001 high school graduates to explore various factors related to their post-graduation

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[1] Applied Research Branch, HRDC, 2002

activities. Whether or not they had engaged in post-secondary studies was determined, in part, by accessing September 2001 enrolment data for each institution as well as through the surveying process. For those who had undertaken post-secondary studies at the time of survey, areas investigated included reasons for choice of programs and institutions, source of program and career information, satisfaction with choice of post-secondary study and long-term career plans and goals. The survey also determined whether high school graduates from June 2001 were aware of, and their choices influenced by, the existence of career planning resources such as the Department's *CareerSearch* document. Within the non-post-secondary group, areas examined included barriers to post-secondary education, reasons for not attending post-secondary, future plans and current activities.

It is anticipated that the information gained though this survey will be valuable to secondary and post-secondary program administrators and may lead the way towards initiatives which will result in a larger percentage of students entering the post-secondary system. An increased post-secondary participation rate would be beneficial to the province as a whole as the future labour market conditions of Newfoundland and Labrador will be, in part, dependent on the qualification of its workers.

1.2 Survey Methodology

Prior to the actual survey, the high school graduate database was matched up with first year enrolment data from Memorial University, the College of the North Atlantic, the Marine Institute and, where possible, private college data. Further private college enrolment was obtained in various ways including direct contact with private institutions. On the basis of this, students were classified as either post-secondary (if they were found in a first-year database) or unknown status (if they were not found in a first-year database). Finally, through the interview process the graduates of unknown status were questioned to determine if they were post-secondary or non-post-secondary high school graduates (not currently attending a post-secondary institution).

Considered to be important to the overall success of the project, the input of key stakeholders was sought prior to the implementation of the survey. Officials representing a number of groups were consulted as the survey was being developed. During consultation, groups were provided with a copy of the most recent survey instrument and asked to provide feedback. In cases, stakeholder opinion was considered and the survey was modified accordingly. The groups consulted during the survey development process included:

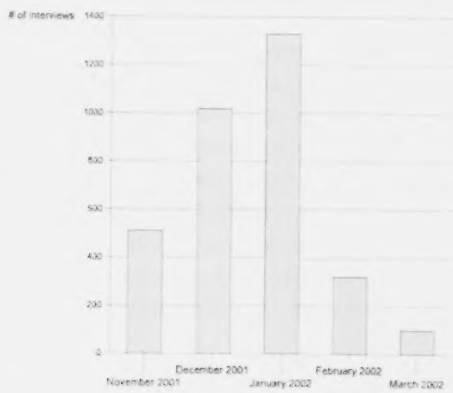
- The College of the North Atlantic
- The Centre for Institutional Analysis and Planning, Memorial University
- The Marine Institute
- The Association of Private Colleges of Newfoundland and Labrador
- Futures in Newfoundland and Labrador Youth (FINALY)
- The Department of Education
- The Department of Youth Services and Post-Secondary Education
- The Department of Human Resources and Employment
- The Division of Student Financial Services
- High School Guidance Counsellors

Additionally, government officials with their respective departments in Alberta, British Columbia, Prince Edward Island and Ontario were contacted to discuss their similar initiatives.

The actual surveying commenced once the survey instrument had been developed to the satisfaction of key stakeholders. To facilitate the survey, telephone interviewers used a computer-aided telephone interview (CATI) system. The CATI system allowed interviewers to enter the information they obtained on the telephone directly into the computer. Additionally, the software disallowed invalid entries and reduced the amount of data cleaning necessary at the end of the survey.

The interviews were conducted during the late fall of 2001 and early winter of 2002. Accordingly, there may be some graduate respondents who were enrolled in a post-secondary institution in the fall of 2001 that may have quit their programs in the winter of 2002 or graduates who waited until winter 2002 to start post-secondary studies. The information obtained is, therefore, not a snapshot of the fall 2001 or winter 2002 semesters but rather an examination of the post-secondary status of June 2001 high school graduates at the time of survey. Figure 1.2.1 shows the number of completed interviews conducted on a monthly basis over the duration of the survey.

Figure 1.2.1 Number of Completed Interviews by Month of Contact Follow-up Survey of June 2001 High School Graduates



Because of the relatively large number of graduates, only a subset of the graduates that were determined to be enrolled at Memorial University and the College of the North Atlantic were contacted. For the purpose of analysis, weighting was applied to the subset to ensure that the characteristics of this group were equally represented across all school districts. An attempt was made to complete a census of all other June 2001 high school graduates.

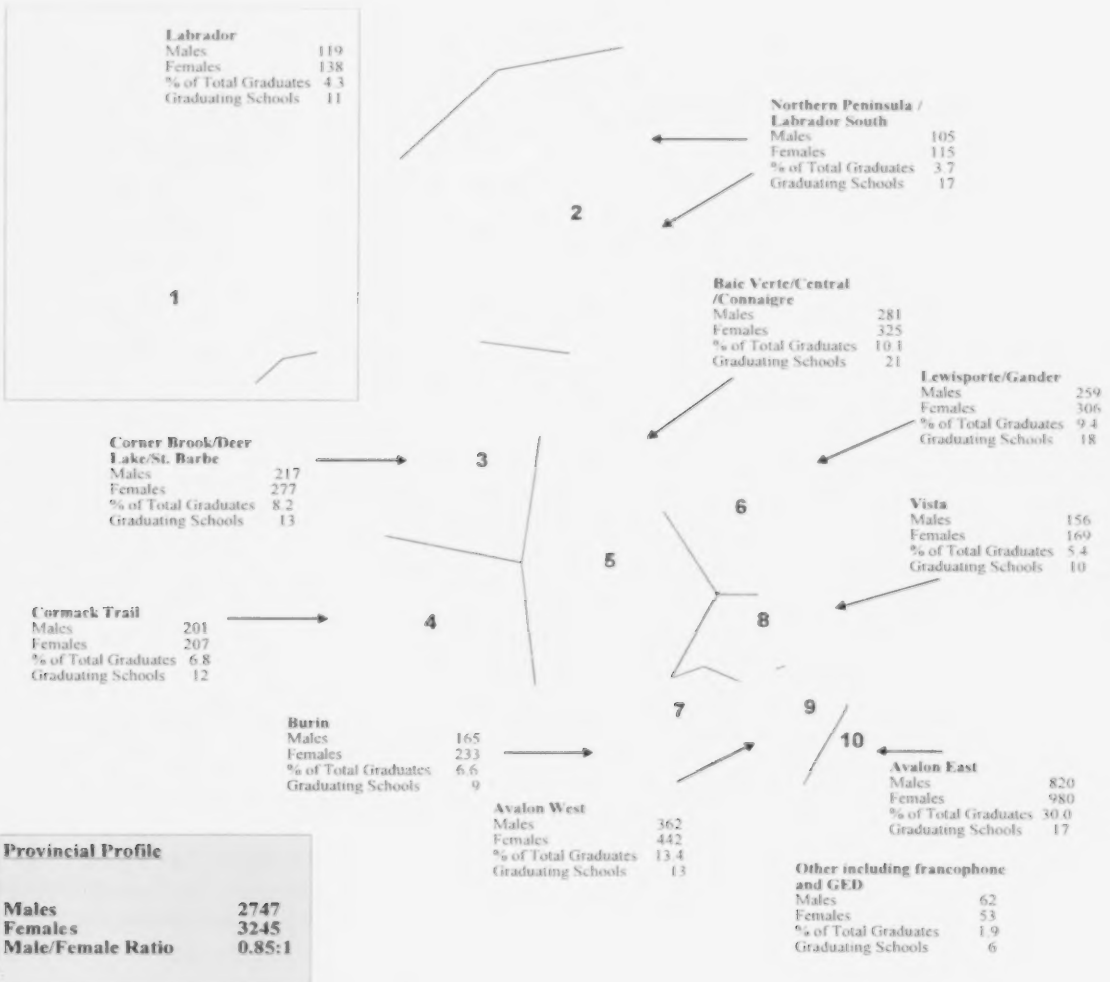
As shown in Table 1.2.1, of the 5,992 students who graduated in June 2001, actual telephone surveys were completed on 3,279. Although unavailable to complete a survey, the whereabouts of 206 graduates was determined through contact with the household. Interviewers were unable to make contact with another 621 graduates for varying reasons including incorrect phone numbers (39%), no forwarding phone number (22%), and the unavailability of the graduate through the survey period (11%). Additionally, just over 12% of the 621 non-respondents refused to respond to the survey and a further 6% of households refused to provide access to the graduate. As stated previously, 966 high school graduates attending Memorial University and 137 graduates attending the College of the North Atlantic were not included in the survey pool, however they have been included in the analysis through weighted values of graduates completing the survey.

Table 1.2.1 Project Overview
Follow-up Survey of June 2001 High School Graduates

	Survey Sample				Not in Survey Sample				Total	
	Completed Survey		Did Not Complete Survey		Outside of Sector Subset		Not Interviewed but Whereabouts Known			
	#	%	#	%	#	%	#	%	#	%
College of the North Atlantic	427	45.9	357	38.3	137	14.7	10	1.1	931	100.0
Memorial University	754	35.5	393	18.5	966	45.4	13	0.6	2126	100.0
Marine Institute	92	82.1	15	13.4	-	-	4	4.5	112	100.0
NF Private Colleges	169	73.8	18	7.9	-	-	42	18.3	229	100.0
Out-of-Province University	282	83.4	-	-	-	-	56	16.6	338	100.0
Out-of-Province Colleges	59	81.9	-	-	-	-	13	18.1	72	100.0
Non-Post-Secondary [1]	1496	95.8	-	-	-	-	67	4.3	1563	100.0
Unknown	-	-	605 [3]	97.4	16 [2]	2.6	-	-	621	100.0
Total	3279	54.7	1388	23.2	1119	18.7	206	3.4	5992	100.0

[1] Includes graduates who indicated that they were working or unemployed as well as those upgrading for future post-secondary enrolment and other reasons outlined in this document.
[2] Contact information unavailable.
[3] Includes 111 graduate or graduate households who refused to cooperate.

1.3 Profile of June 2001 High School Graduates: School District Breakdown



Provincial Profile

Males	**2747**
Females	**3245**
Male/Female Ratio	**0.85:1**

Taking in the cities of Mount Pearl and St Johns's and its surrounding communities, the Avalon East School District has the highest percentage (30.0%) of June 2001 high school graduates. The Avalon West and Baie Verte/Central/Connaigre School Districts graduated 13.4% and 10.1%, respectively, of the June 2001 graduating class followed closely by the school districts of Lewisporte/Gander (9.4%) and Corner/Brook/Deer Lake/St. Barbe (8.2%). The remaining school districts, excluding the "other" district which includes francophone and GED programs and had only 1.9% of total graduates, have graduate percentages ranging from 4.3% (Labrador) to 7.3% (Cormack Trail).

1.4 Status of June 2001 High School Graduates

The follow-up survey of the June 2001 high school graduating class (N = 5,992) determined that, at the time of survey, almost 64% of graduates (n =3,808) were engaged in post-secondary studies. Another 26% (n =1,563) had chosen not to pursue further studies immediately after high school (see Figure 1.4.1). These graduates were working or unemployed, upgrading their marks, delaying post-secondary enrolment for a later time, or unable to pursue their post-secondary education due to family or personal reasons. The survey was unable to determine the status of 10% (n = 621) of the graduates largely due to poor contact information for these graduates.

Figure 1.4.1 Post-Graduation Status of June 2001 High School Graduates

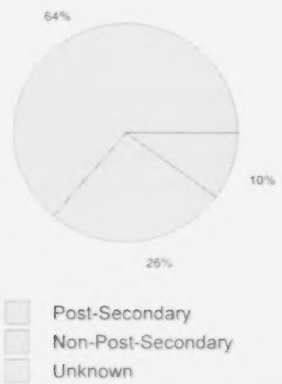


Table 1.4.1 gives a more detailed breakdown of graduate pursuits during the interview period. Almost 64% of the total June 2001 high school graduating class were engaged in post-secondary studies at the time of survey while 26% were working, unemployed or involved in some other post-graduation activity. When the graduates whose status could not be tracked are removed from the total, the percentage of graduates attending post-secondary rises to 70.9%.

Status	Number of Graduates	% Of Total Graduates	% Of Tracked Graduates
Memorial University	2126	35.5	39.6
College of the North Atlantic	931	15.6	17.4
Marine Institute	112	1.9	2.1
NF Private College	229	3.9	4.3
Out-of-Province College	72	1.2	1.4
Out-of-Province University	338	5.7	6.3
Subtotal : Post-Secondary	3808	63.6	70.9
High School - Upgrading	143	2.4	2.7
Employed	898	15.0	16.8
Unemployed	416	7.0	7.8
Other	106	1.8	2.0
Subtotal: Non-Post-Secondary	1563	26.1	29.1
TOTAL TRACKED GRADUATES	5371	89.7	100.0
Refused	111	1.9	-
Unknown	510	8.5	-
TOTAL JUNE 2001 GRADUATES	5992	100.0	-

Table 1.4.1 Post-High School Activities
June 2001 High School Graduates

The largest percentage of graduates (46%) whose whereabouts were revealed during the survey process were attending Memorial University (40%) or an out-of-province university (6%). A small percentage (2%) were also attending the Marine Institute of Memorial University. The desire for a vocational education led the remainder of post-secondary graduates to the College of the North Atlantic (17%), private colleges located in Newfoundland and Labrador (4%) or out-of-province colleges (1%).

Almost one-quarter of tracked graduates were either working (17%) or unemployed (8%) at the time of survey. Additionally, a small group (2%) were pursuing careers in the military, fulfilling family or personal commitments or engaged in some other non-post-secondary activity. A further 3% of the total tracked graduate population or 9% of the non-post-secondary cohort, were back in high school upgrading their marks with most intending to pursue post-secondary in the future.

The post-graduation status of June 2001 high school graduates can also be defined by socioeconomic factors such as gender, urban[2] or rural residence, and the highest parental level of education.

Gender

While the largest proportion of both male and female graduates were enrolled in post-secondary studies, the female population of the June 2001 graduating class were the most inclined to pursue further education immediately after graduation from high school. In fact, as shown in Figure 1.4.2, the percentage of female graduates who chose to continue their studies (76%) was 11 percentage points higher than their male counterparts (65%).

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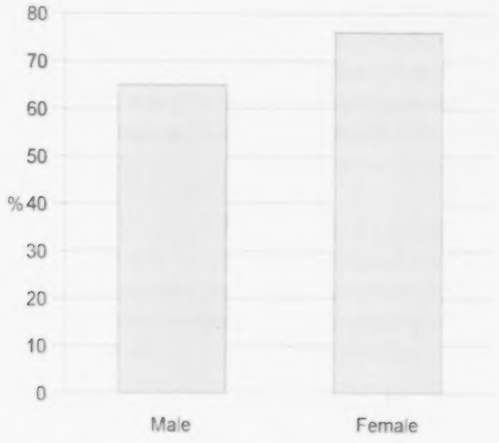
[2] For the purpose of this report, urban Newfoundland and Labrador is defined as the cities of Corner Brook, Mount Pearl and St. John's and its surrounding communities including Conception Bay South, Paradise, Portugal Cove-St. Philips and Torbay.

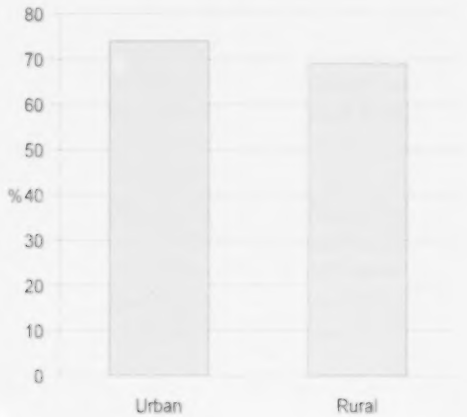
Figure 1.4.2 Graduates Attending Post-Secondary by Gender June 2001 High School Graduates



Urban/Rural

The value of a post-secondary education is apparent to both urban and rural graduates and only a small difference in post-graduation activities was noted in the survey. Using the previously described determination of the urban/rural split, it was concluded that, of the total rural population graduating from high school in June 2001 and contacted through this survey or with whereabouts only known, 69% were enrolled in a post-secondary institution at the time of survey while 31% were engaged in non-post-secondary activities (Figure 1.4.3). Similarly, almost three quarters of the graduates from urban centres whose whereabouts only were known or who completed surveys were also enrolled in post-secondary studies.

Figure 1.4.3 Graduates Attending Post-Secondary by Urban/Rural Place of Residence June 2001 High School Graduates



Parental Education

Student achievement, parental education and household income are some of the many social and economic factors influencing participation in education. Recent studies have concluded that children whose parents have higher levels of educational attainment, and thus greater probability of finding and keeping a job, will be more inclined to pursue a post-secondary education.[3] In contrast, those individuals in the lower socio-economic status groups make a relatively greater sacrifice to attend post-secondary. More recent studies including the Youth in Transition Survey, conducted cooperatively by Human Resources Development Canada and Statistics Canada, corroborate this - 64% of 18-20 year olds from the survey group engaged in post-secondary studies at the time of survey came from families where one or both parents had a university degree. This is further borne out by the June 2001 graduates. Almost three-quarters of graduates with at least one parent who had completed some level of post-secondary education (i.e. degree, diploma, certificate) were engaged in post-secondary studies at the time of survey compared to less than half of those graduates whose parent(s) had not completed high school (see Figure 1.4.4).

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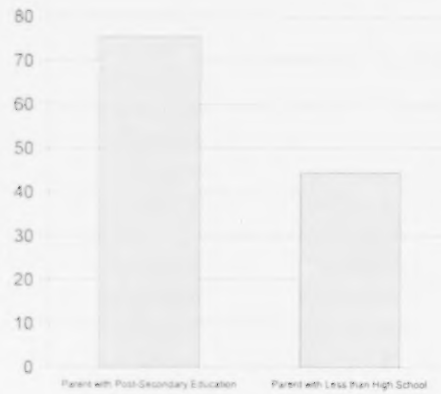
[3] Report of the Pan-Canadian Education Indicators Program 1999, CMEC, 2000.

Figure 1.4.4 Graduates Attending Post-Secondary by Highest Parental Level of Education June 2001 High School Graduates



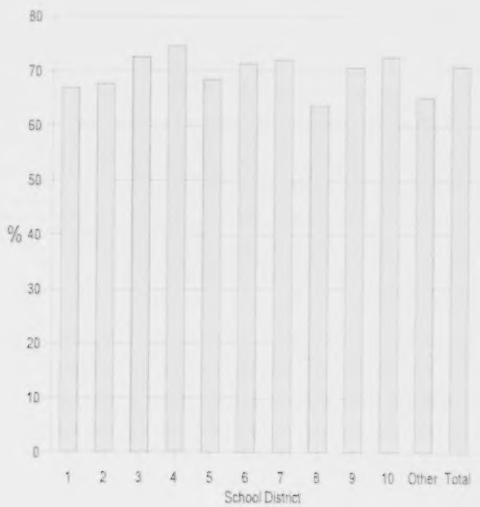
According to Statistics Canada's 2000 Labour Force Survey, just over 52% of the Province's population aged 25-54 (the surmised age of our graduates' parent population) had completed some form of post-secondary program, 7% had attended post-secondary but not completed a program and 41% had attained high school graduation or less. Again, the results of the survey of June 2001 high school graduates echo these statistics. Almost 49% of our graduates had at least one parent with a completed post-secondary education and 7% indicated a parent with some post-secondary schooling. Just over 38% indicated that the highest level of parental education was a high school education or less (38%) while the educational attainment of either parent was unknown to 6% of graduates.

School District

The post-secondary activity of the June 2001 graduates can also be defined by school district. At 74.6%, the highest percentage of June 2001 graduates to pursue post-secondary studies were from the Cormack Trail School District followed by both the Avalon East and Corner Brook/Deer Lake/St. Barbe School Districts at 72.6%, the Burin School District at 72.1%, the Lewisporte/Gander School District at 71.4% and the Avalon West School District at 70.7%. As shown in Figure 1.4.5, marginally smaller percentages of graduates from the Baie Verte/Central/Connaigre School District (68.5%), the Northern Peninsula/Labrador South School District (67.7%), and the Labrador School District (66.9%) were in attendance at a post-secondary institution at time of survey while at 63.6%, the graduates of 2000 from the Vista

School District were the least inclined to pursue post-secondary studies immediately after graduation from high school.

Figure 1.4.5 Graduates Attending Post-Secondary by School District June 2001 High School Graduates



Finally, June 2001 high school graduates were asked to indicate their current living arrangements and if they had dependent children.

Dependent Children

A small number of respondents (1.6%, n=60) reported having children financially dependent on them. Female graduates were two and a half times more likely to report having dependent children than their male counterparts. At the time of survey the highest percentage of graduates with children were either working (24%) or unemployed (22%). In spite of having this added responsibility, 15% were attending Memorial University and 12% were attending the College of the North Atlantic. Of note, those with children are more likely to be living at home with their parents (almost 50%) although 22% indicated that they were living independently.

Living Arrangements

When posed the question of where they are currently living more than 60% of graduates stated that they lived with their parents, 15% lived with friends and 11% lived in a dormitory or residence. As outlined in Table 1.4.6, when broken down further, Marine Institute students were more likely to live with friends (54%), out of province University students favoured a dormitory or residence while most graduates at Memorial University (58%), in-province private colleges (42%) as well as those not attending a post-secondary institution (82%), were living at home with their parents.

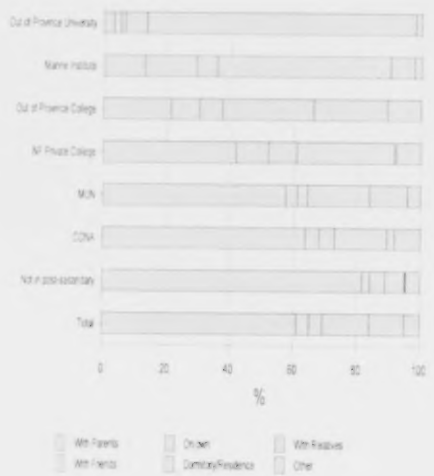


Figure 1.4.6 Living Arrangements at Time of Survey By Post-Graduation Activity June 2001 High School Graduates

2.0 The Post-Secondary Cohort

2.1 Introduction

The 3,808 June 2001 high school graduates who chose to pursue post-secondary studies could elect to continue their education at a number of institutions located throughout the Province:

- Memorial University is the only university in Newfoundland and Labrador and the largest university in Atlantic Canada. It is made up of a campus in St. John's; the Fisheries and Marine Institute in St. John's; Sir Wilfred Grenfell College in Corner Brook; a residential campus in Harlow, England; and the Institut Frecker in St. Pierre. Undergraduate and graduate degrees, as well as diploma and certificate programs are offered through six faculties (Arts, Business, Education, Engineering, Medicine and Science) and seven schools (Continuing Education, Graduate Studies, Music, Nursing, Pharmacy, Physical Education and Social Work).

- The College of the North Atlantic is the only public college in Newfoundland and Labrador. It is one of the largest post-secondary educational and skills training centers in Atlantic Canada offering over 70 full-time programs and more than 300 part-time courses at 17 campuses.

- Finally, there are 33 privately owned training institutions offering a wide variety of programs both on a user-pay and sponsored basis.

Additionally, there are over 93 public and private not- for-profit universities and colleges as well as private training institutions located in other provinces.

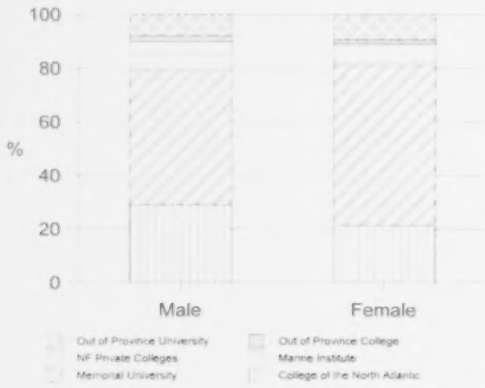
2.2 Post-Secondary Institutions

2.2.1 Did gender, geography or parental education have any influence on where graduates pursued their post-secondary studies?

Of the post-secondary cohort, the largest concentration of both male (50%) and female (60%) June 2001 high school graduates were attending Memorial University, including Grenfell College, at the time of survey. As shown in Figure 2.2.1a, the College of the North Atlantic drew the second largest contingent of first-year post-secondary students from this cohort with just over

21% of females and 29% of males enrolled at one of the 17 campuses located across the island and Labrador (see Appendix A for map of campuses). Male graduates (6%) chose programs at the Marine Institute in substantially greater numbers than female graduates (1%) and almost 5% of males and 7% of females indicated that they were enrolled in private colleges. Out-of-province universities were the institution of choice for 8% and 9.5% of male and female graduates, respectively, and out-of-province colleges by 2% of both male and female graduates.

Figure 2.2.1a Post-Secondary Institution by Gender June 2001 High School Graduates



While gender appears to have had only some influence on the post-secondary choices made, the proximity of graduates to a post-secondary institution greatly influences the decision of graduates on where they will study or if, in fact, they will attend post-secondary. A recent Statistics Canada study showed that after participation factors such as family income and parental education were taken into consideration, those students who live more than 80 km from a university are only 58% as likely to attend university as those who live within 40 km of a university [4].

Similar results were noted with the June 2001 high school graduates. Just over 81% of graduates from urban centres such as St. John's and Corner Brook were in attendance at Memorial University or Grenfell College, located in St. John's and Corner Brook, respectively, at the time of survey while only 44% of graduates from rural Newfoundland and Labrador were enrolled at

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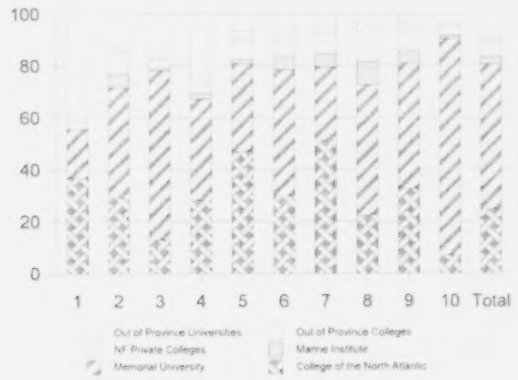
[4] Statistics Canada. *Too Far To Go On? Distance to School and University Participation*, 2002.

the university. Conversely, 33% of rural graduates, who were likely in relatively close proximity to one of the College of the North Atlantic's 18 campuses located across the Province were enrolled in the institution compared to only 7% of June 2001 graduates from an urban centre.

The importance of geography as a deciding factor in where a graduate will study is further defined by examining where graduates of each school district choose to further their education. As shown in Figure 2.2.1b, School Districts 5 and 7 , encompassing Central Newfoundland and the Burin Peninsula, respectively, have considerably higher numbers of graduates attending the closer at hand Burin, Gander, Baie Verte and Grand Falls/Windsor campuses of the College of the North Atlantic than attending Memorial University or a mainland college or university. This is especially true of a substantial number of graduates from Districts 1,5,6,7 and 9 (refer to page 8) who are taking college transfer courses, otherwise known as first year university general studies at the College (see Section 2.3.1). In contrast, more than 80% of the graduates from the Avalon East School District (District 10) and 65% of the graduates from the Corner Brook/Deer Lake/St. Barbe District (District 3), are attending Memorial University which is located within the boundaries of their respective school district.

Figure 2.2.1b Post-Secondary Institution by School District June 2001 High School Graduates



Most applicants to the Marine Institute are from Districts 2,6,7, and 8 which include communities affiliated with marine and/or fishing activities. While private colleges attract a minority of graduates from each district, the attraction appears to be greater in rural school districts where the alternative to leaving home and attending university in one of the urban

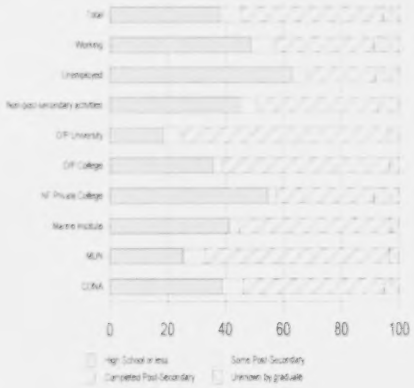
centres or on the mainland is to attend either a College of the North Atlantic satellite campus or a private college.

School Districts one through four, located on the west coast of the province including Labrador as a whole, and in close proximity to mainland centres of learning, have more graduates attending these institutions than other school districts. The most preferred out-of-province institutions are located in Atlantic Canada and include Dalhousie University (n=50), St. Mary's University (n=46), Acadia University (n=41), St. Thomas University (n=38), St. Francis Xavier University (n=33) and the University of New Brunswick (n=29).

The level of parental educational attainment is a good indicator of family economic resources or the ability of a family to purchase educational resources for its children. Given this association between educational attainment and socio-economic outcomes, graduates were asked what is the highest level of education their mother or father have achieved. This was then combined to produce the highest level of parental education in each graduate's household.

As shown in Figure 2.2.1c, over two-thirds of those engaged in studies at a university have a parent who has completed a post-secondary program. Half of the graduates attending the Marine Institute and the College of the North Atlantic have parents with similar levels of educational attainment. In addition, however, 39% of graduates at the College and 41% of graduates at the Marine Institute, as well as almost 55% of graduates attending in-province private colleges, have parent education levels of high school or less. The non-post-secondary cohort also reported lower levels of parental education.

Figure 2.2.1c Post-Secondary Institution and/or Post-Graduation Activity by Level of Parental Education June 2001 High School Graduates

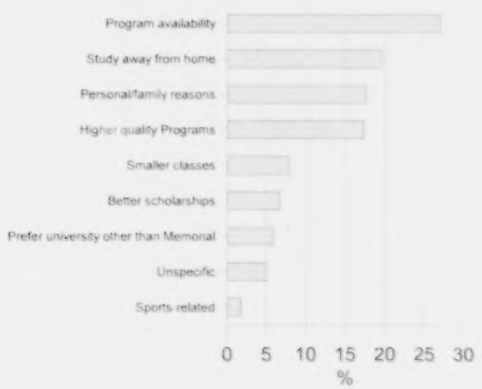


Overall, in families where one or more of the parents had completed post-secondary studies at a university, 82% held a Bachelor's degrees and 12% held a Master's degree. Professional degrees such as medical doctor or lawyer were held by 3% of parents while less than 1% had earned a doctorate.

2.2.2 Why do graduates choose to study in out-of-province post-secondary institutions?

The reasons cited by the 341 June 2001 high school graduates who responded to the survey and who were attending out-of-province institutions for their post-secondary choices were varied. Voiced most often (27%) was the fact that the chosen program of study was not available in-province. This was especially true of District 10, the Avalon East School District, where 43% of graduates from the district who left the province to study elsewhere indicated that existing institutions, in close proximity to their homes, were unable to offer them their desired program. Additionally, as shown in Figure 2.2.2, almost 20% of those who left said that they wanted to study away from home. Just over 17% cited personal or family reasons for their choice while another 17% felt that the program of study was of higher quality at an out-of-province institution. Those students preferring a university other than Memorial or seeking smaller class sizes, greater athletic opportunities and better scholarships also left the province to study elsewhere.

Figure 2.2.2 Reasons for Attending Out-of-Province Post-Secondary Institutions June 2001 High School Graduates (n = 341)



Whether graduates were male or female or from an urban or rural setting had little impact on their decision to attend an out-of-province post-secondary institution. There was, however, some influence noted by highest level of parental education. Almost half of those graduates studying in out-of-province institutions whose parents had less than a high school diploma expressed a desire to do post-secondary studies away from home while an average of only 20% of graduates whose parents had a high school diploma or more voiced the same attitude. Additionally, graduates whose parents had completed post-secondary studies were more inclined to believe that out-of province institutions had programs of higher quality and stated that their programs of choice were not available in-province.

2.2.3 How did graduates first learn about the post-secondary institution they are currently attending?

With our everyday lives being inundated with media-sourced information, it is interesting to note that approximately 27% of graduates indicated that family and friends had provided them with their initial introduction to the post-secondary institution in which they are currently enrolled. In fact, only 2% of graduates were introduced to their institute of choice through a media communication or the internet. As shown in Figure 2.2.3, also highly important was the formation gleaned from school guidance counsellors (15%) and teachers (14%).

Figure 2.2.3 Source of Information on Post-Secondary Institution of Choice June 2001 High School Graduates

In terms of best method for attracting prospective students to each respective institution, it would appear that word of mouth was highly effective for in-province public post-secondary institutions including Memorial University, the College of the North Atlantic and the Marine Institute while speakers and recruiters were the most effective for out-of-province universities.

Private colleges in Newfoundland and Labrador used the media effectively while out-of province colleges attracted a number of students via the internet.

2.2.4 Why did graduates choose the post-secondary institution they are currently attending?

The most common response given by graduates as a deciding factor in where they will pursue their post-secondary studies is the ability to commute to the institution from their place of residence with relative ease. In fact, almost 49% of graduates indicated that location was a pivotal point in choosing the institution they are currently attending. As shown in Table 2.2.4, the reputation of the school was considered to be an important factor in the decision of 23% of graduates while 21% felt that the availability of their program of choice was key to their selection. The cost of post-secondary education has become a prominent issue of late, however only 6% cited reasonable tuition as a consideration while 7% cited how reasonable all other costs were.

Factor in Decision	Percentage
Location	48.5
Reputation	22.8
Program Availability	21.4
Reasonable Tuition	6.4
Reasonable Costs	7.0
Family Influence	3.8
Size of School	4
To Further Education	12.6
Other	10
Total	100.0

Table 2.2.4 Factors Influencing Choice of Post-Secondary Institution June 2001 High School Graduates

Two-thirds of those attending Memorial University and 42% of those attending the College of the North Atlantic were drawn to the institution by its location. The big draw to the Marine Institute and Newfoundland and Labrador's private college sector is the availability of a desired program. Just over half of graduates attending the Marine Institute and 41% of private college attendees did so because they were able to access a chosen program of study. The reputation of the institution is what attracted 41% of graduates attending out-of-province universities and 37% of graduates attending out-of province colleges to their respective institutions.

While the location of the post-secondary institution is important to both males and females, it is less of a factor to male graduates (46%) in making their post-secondary decisions as it is to female graduates (51%). This finding is reinforced by Andres and Looker who assert that females are relatively more deterred by distance in attending university. Males graduates, however, put more weight on the reputation of the institution than females (25% for males compared to 22% for females) and the availability of their program of choice (23% for males compared to 20% for females).

2.2.5 Did graduates research other post-secondary institutions prior to enrolling in their current institution?

While an average of 70% of graduates had reviewed their options prior to enrolling in their current institution, the percentage varied considerably by final choice. For instance, only 54% of graduates currently attending the Marine Institute had researched alternate facilities while 79% of graduates attending private colleges in Newfoundland and Labrador and 88% of graduates attending an out-of-province university had done so. Table 2.2.5 denotes that two-thirds of graduates attending Memorial University or the College of the North Atlantic had also done some previous investigation of post-secondary institutions.

Institution	Researched Other Institutions
	%
Memorial University	67.2
Marine Institute	54.3
College of the North Atlantic	67.4
NF Private College	79.3
Out-of-Province University	88.3
Out-of-Province College	76.3
Total	**70.2**

Table 2.2.5 Research Conducted on Post-Secondary Institution Choices by Current Institutional Sector June 2001 High School Graduates

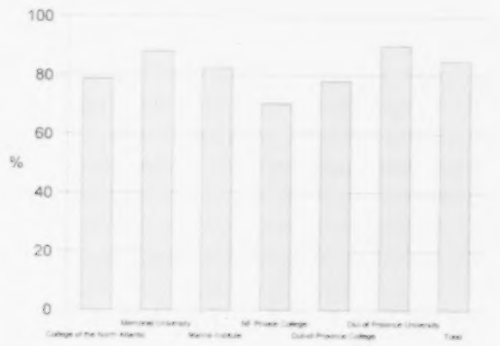
High school graduates from rural areas of the Province did more research into their post-secondary institution choices than did their urban counterparts - almost 73% of rural graduates investigated other institutions prior to enrolment as compared to 66% of urban graduates. In fact, over 85% of graduates from the Labrador School District, a relatively remote area where post-secondary options in the immediate area are limited, explored their options before committing to an institution.

2.2.6 How successful were graduates in gaining entrance to their post-secondary institution of first choice?

Almost 85% of the June 2001 high school graduates who had engaged in post-secondary studies immediately after high school were enrolled in their institution of choice. Graduates currently attending an out-of-province university were the most successful (90%) in gaining entrance to their first choice followed by those attending Memorial University (88%) and the Marine Institute (83%). As shown in Figure 2.2.6a, only 70% of graduates currently attending a private college in the province were successful in securing admittance to their institution of choice.

Males were generally more successful in gaining entrance to their first choice of post-secondary institution than females. Almost 88% of males reported that they were currently attending their preferred choice compared to 83% of females.

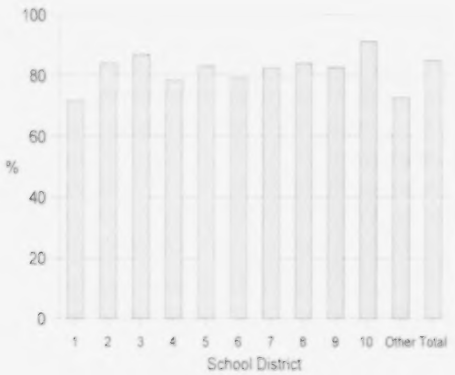
Figure 2.2.6a Success of Graduates in Gaining Entrance to Post-Secondary Institution of First Choice by Institutional Sector June 2001 High School Graduates



Urban graduates also reported higher rates of success - 92% of urban high school graduates reported that they had successfully gained entrance to their first choice compared to only 81% of rural graduates. In fact, graduates from School Districts 3 and 10, which contain the defined urban centres of Corner Brook, Mount Pearl, and St. John's and its surrounding communities, had the highest rate of success at 87% and 91%, respectively, whereas graduates from School District 1 in Labrador had a success rate of only 72%. The success rate of graduates from each school district in gaining entrance to their post-secondary institution of preference is presented in Figure 2.2.6b.

Figure 2.1.6 Success of Graduates in Gaining Entrance to Post-Secondary

Figure 2.2.6b Success of Graduates in Gaining Entrance to Post-Secondary Institution of First Choice by School District June 2001 High School Graduates

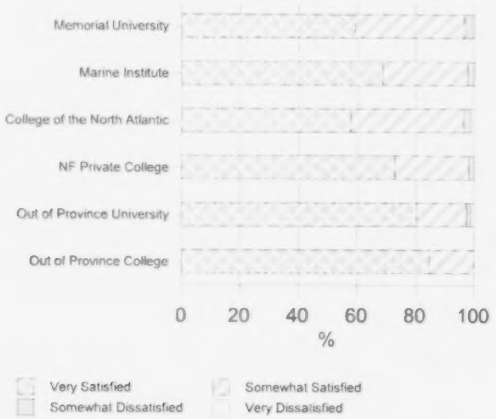


2.2.7 How satisfied are graduates with the post-secondary institution they are currently attending?

Overall, 97% of June 2001 high school graduates attending a post-secondary institution at the time of survey were somewhat satisfied (34%) or very satisfied (63%) with their post-secondary choice of institution. Very small numbers reported being somewhat dissatisfied (2%), or very dissatisfied (1%) with their choice.

High school graduates currently attending out-of-province colleges were the most satisfied with their choice - 85% reported being very satisfied with 15% reporting being somewhat satisfied. As shown in Figure 2.1.8, this same high level of satisfaction was also evident for graduates attending out-of-province universities where 80% reported being very satisfied and 17% reported being somewhat satisfied. Almost 69% of high school graduates enrolled at the Marine Institute and 72% of those enrolled in the private college sector in Newfoundland and Labrador reported that they were very satisfied with the institution to date. And, while graduates attending the College of the North Atlantic and Memorial University were generally satisfied with their current institution, only 57% and 59%, respectively, reported being very satisfied. Graduates enrolled at
these schools also reported the highest levels of dissatisfaction - 4% for those engaged in studies at the College of the North Atlantic and 3% for those at Memorial University.

Figure 2.2.7 Satisfaction with Current Post-Secondary Institution June 2001 High School Graduates



2.2.8 Did graduates feel that high school had adequately prepared them for the transition to a post-secondary education and, if not, why?

Overall, 75% of June 2001 high school graduates indicated that high school had adequately prepared them to undertake post-secondary studies. However, the level of comfort in the new post-secondary environment differs significantly by institution and it would appear that university entrants (67%) feel the greatest challenge once they have left high school. The increased workload and more independent learning are the most common themes cited by those attending university contributing to a difficult transition to post-secondary. A higher percentage of graduates attending the Marine Institute (88%), private colleges (88%) and the College of the North Atlantic (78%) indicated that high school had adequately prepared them for post-secondary studies and undoubtedly found the transition from high school to post-secondary considerably easier.

2.3 Programs of Study

2.3.1 What programs are graduates enrolled in?

The type of program in which recent high school graduates enter into their first year of post-secondary studies is largely dependent on the nature of the institution in which they enrol. For instance, graduates who enrol at the Marine Institute are typically seeking a marine-specific education whereas high school graduates entering publicly- or privately- funded colleges undertake shorter duration trade or vocational specific programs. In contrast those graduates who enrol at Memorial University or an out-of-province university are seeking academic studies in a number of diverse streams and their programs are generally of a longer duration. The chosen program of post-secondary study for June 2001 high school graduates is shown in Table 2.3.1.

Study Stream	Memorial University	Marine Institute	College of the North Atlantic	NF Private College	Out-of-Province Universities	Out-of-Province Colleges
			Enrolled (%)			
Trades	-	-	18.2	29.1	-	22.5
Business Administration	-	-	13.0	17.9	8.9	12.1
Information Technology	-	-	8.0	16.7	3.2	10.3
College Transfer	-	-	32.0	-	-	-
Arts	35.8	-	-	-	44.5	24.1
Science	27.6	52.1	3.3	7.7	35.6	10.3
Engineering/Eng. Technology	8.3	27.4	16.7	-	7.8	-
Unspecified	27.8	-	-	-		-
Other	0.4	20.5	8.7	28.6		20.7
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table 2.3.1 Post-Secondary Programs of June 2001 High School Graduates

The largest percentage of the June 2001 high school graduates attending Memorial University at the time of survey indicated that they were in the Arts (36%) or Science (28%) faculties. However, first year entrants to Memorial are normally required to undertake a year of general studies before admittance to a specific program or faculty and thus it is likely that many of these graduates had aspirations to pursue programs in the Arts or Science faculties. A similar situation exists with those attending out-of-province universities with 45% and 36% of graduates indicating that they were enrolled in the Arts or Science faculties, respectively.

Just over one-quarter (28%) of graduates at Memorial University indicated that, although they were enrolled at the University, they still were undecided on their course of study. The lack of specific education goals for these students is worth noting. In a recent study funded by the Canada Millennium Scholarship Foundation, 10% of the study group who had attended post-secondary but terminated without finishing their studies stated the most important factor behind their decision was their inability to decide their course of study.[5]

Unlike university entrants, those entering the Marine Institute, the College of the North Atlantic, out-of-province colleges or a private college in Newfoundland and Labrador normally have career choices made prior to post-secondary enrolment and enter their program of choice directly from high school. As stated previously, the Marine Institute caters largely to students wishing to pursue marine-related careers and 98% of the graduates at the Marine Institute indicated being enrolled in nautical science and or marine engineering/architecture/ environmental programs. The largest percentage (32%) of June 2001 high school graduates engaged in studies at the College of the North Atlantic were enrolled in the College Transfer program which allows students to complete the first year general studies courses normally taken at Memorial University at a public college campus close to their home. Additionally, graduates attending the College as well as other private colleges within Newfoundland and Labrador and out-of-province, are engaged primarily in trades, business administration and information technology programs.

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[5] Canadian Millenium Scholarship Foundation. *Why Stop after High School? A Descriptive Analysis of the Most Important Reasons that High School Graduates Do Not Continue to PSE*, 2002.

2.3.2 How did graduates first learn about their present program?

Having read program literature was how almost 15% of graduates learned about their current program of study while friends and family was the initial source of program information for a further 15% and 12%, respectively, of graduates. As shown in Figure 2.3.2, the information provided by both guidance counsellors (12%) and teachers (8%) was also a significant factor in one in five graduates' post-secondary program decision.

Figure 2.3.2 Source of Information on Post-Secondary Program of Choice June 2001 High School Graduates

2.3.3 Did graduates research other programs before enrolling in their current program?

Overall, three in five graduates researched other programs prior to enrolling in their current program of study (see Table 2.3.2). Graduates attending the Marine Institute were more inclined to research their options as were those attending private colleges or out-of province institutions while graduates attending the College of the North Atlantic were the least inclined to research other programs. In general, higher percentages of students researched other institutions (70%) than other programs (58%).

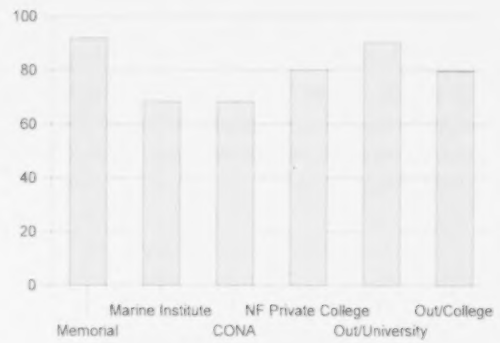
Institution	Researched Other Programs
	%
Memorial University	57.1
Marine Institute	68.5
College of the North Atlantic	53.9
NF Private College	63.3
Out-of-Province University	60.3
Out-of-Province College	62.7
Total	57.8

Table 2.3.3 Research Conducted on Post-Secondary Program Choices by Current Institutional Sector June 2001 High School Graduates (n = 1035)

2.3.4 How successful were graduates in gaining entrance to their post-secondary program of first choice?

Post-secondary programs at Memorial University and out-of-province universities were successfully accessed as a first choice by 92% and 90% of graduates, respectively. As shown in Figure 2.3.4, those graduates who sought entrance to programs in the private college sector and out-of-province colleges were also successful in doing so - 80% of both groups gained entrance to their preferred program. Graduates currently attending the Marine Institute and the College of the North Atlantic were not nearly as successful with only 68% of graduates attending these institutions enrolled in their program of first choice.

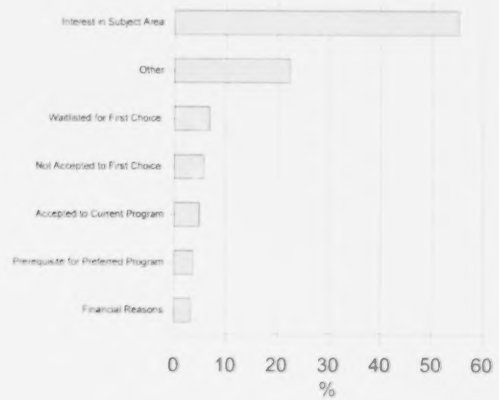
Figure 2.3.4 Graduate Success in Gaining Entrance to Post-Secondary Program of First Choice by Institutional Sector June 2001 High School Graduates
(n = 1208)



2.3.5 If this was not the program of first choice, why did graduates choose their current program?

An interest in the subject area was the reason 55% of graduates were enrolled in their current program of study as opposed to their initial program of choice. As shown in Figure 2.3.5, almost 7% of graduates reported being waitlisted for their first choice while 14% indicated that they were not accepted to their preferred program or were alternately accepted into another program with 4% viewing their current program as a prerequisite to their program of first choice. Financial reasons prevented 3% of graduates from realizing their first choice and the remaining 22% of graduates indicated other reasons for the change in program including a desire to remain closer to home or to take a program of shorter duration, the unavailability of their first choice at a desired location or their inability to complete the course requirements for their program of first choice.

Figure 2.3.5 Reason for Choice of Current Program Rather than Preferred Program June 2001 High School Graduates (n = 255)



2.3.6 How satisfied are graduates with the post-secondary program they are currently enrolled in?

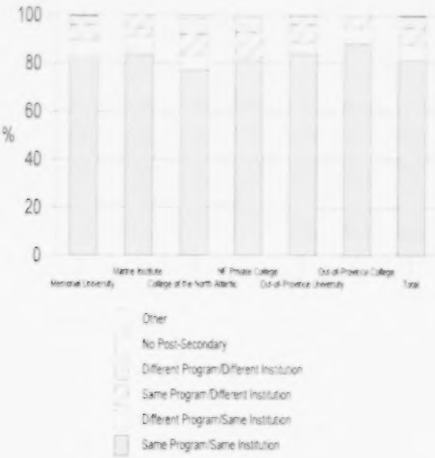
Generally, graduates engaged in post-secondary studies at the time of survey were satisfied with their chosen program of study - 57% reported being very satisfied and 37% reported being somewhat satisfied. Graduates attending out-of-province colleges were the most satisfied with their programs with 99% stating that they were very satisfied (87%) or somewhat satisfied (12%) with their choice. Similarly, graduates at out-of-province universities stated high levels of satisfaction with 75% reporting that they were very satisfied and 22% reporting that they were somewhat satisfied. As shown in Figure 2.3.6, graduates enrolled in the private college sector had the highest levels of satisfaction for in-province programs - 83% stating that they were very satisfied with their chosen program of study and 14% stating that they were somewhat satisfied. At the Marine Institute, two-thirds of June 2001 graduates enrolled in the institution reported that they were very satisfied with their programs. Graduates currently studying at the College of the North Atlantic and, more particularly, Memorial University showed a considerably lower degree of satisfaction with their program choices- less than half (48%) of the respondents attending Memorial University and only 58% of respondents attending the public college were very satisfied with their program of study.

Figure 2.3.6 Graduate Level of Satisfaction with Current Program of Study June 2001 High School Graduates (n = 1783)

2.3.7 If graduates could make different choices regarding their post-secondary education, what would they be?

Provided the opportunity, four in five graduates currently engaged in post-secondary studies indicated that they would not alter their original decisions regarding their post-secondary education. As shown in Figure 2.3.7, those attending out-of-province institutions would appear to be the most satisfied with their choices with 88% of graduates attending an out-of-province college indicating that they would choose to attend the same program in the same institution while 83% of graduates attending an out-of-province university also indicating that they would not change their original decision. Respondents from Memorial University including the Marine Institute were generally satisfied with 81% and 83%, respectively, indicating that they would choose the same program in the same institution were they to have the option of rethinking their original decision. However, these two institutions also had the highest percentage of respondents indicating that they would choose a different program within the institution indicating some indecisiveness with respect to the stream of study. Graduates attending the College of the North Atlantic and Newfoundland and Labrador's private colleges were the least satisfied with their decision and most particularly, their choice of institution - 8% of graduates currently enroled in studies at the College of the North Atlantic and almost 11% of graduates at private colleges indicated that they would choose the same program but at a different institution.

Figure 2.3.7 Alternate Choice for Post-Secondary Institution and/or Program June 2001 High School Graduates (n = 1783)



2.4 Graduate Influences and Post-Secondary Finances

2.4.1 What influenced graduates to pursue a post-secondary education?

Graduates attending a post-secondary institution at the time of survey were asked how important factors such as future employment opportunities, family encouragement, friends' opinions, the potential for high earnings or interest in subject were in making their decision to pursue a post-secondary education. As shown in Figure 2.4.1, graduates' interest in a subject area was the most influential factor in their decision to engage in post-secondary studies - 86% stated that it was a very important element of their decision and 13% considered it a somewhat important element. The opportunity to find employment was also considered very important by 75% of respondents while the potential for high earning was very important to just over half of graduates. Although family encouragement was deemed by 86% of graduates to be very or somewhat important, the opinion of friends was considered to be less influential - only 10% considered it to be very important and 41% considered it somewhat important.

Figure 2.4.1 Factors Influencing Graduates to Pursue a Post-Secondary Education June 2001 High School Graduates (n = 1783)

Generally, there are only minor differences between males and females in the results of this question. Of note, however, is the fact that females place a greater emphasis on family encouragement than males - 45% of females considered family encouragement to be very important compared to only 29% of males.

2.4.2 How far do graduates plan to go with their education?

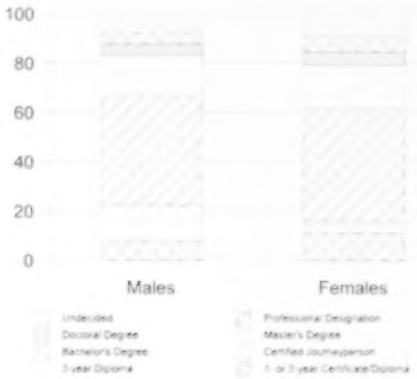
How far graduates have resolved to go with their education depends, in large part, on what and where they study. Graduates attending the College of the North Atlantic, private colleges and out-of-province colleges are generally enrolled in vocational or technology programs. Accordingly, a large number of graduates from these institutions are working towards a certificate or one, two or three year diploma. As shown in Table 2.4.2, a considerable percentage of graduates from the College of the North Atlantic (37%) and Marine Institute (41%) have also stated that they look to attain a degree after completion of their diploma programs. For 54% and 44% of graduates enrolled at Memorial University or an out-of-province university, respectively, the goal is to attain a degree. Another 35% of graduates at Memorial and 48% of graduates at out-of-province universities have set their sights on a Masters or Doctoral degree or a professional designation (i.e. doctor of medicine, lawyer, etc.). As can be expected given that these are first year post-secondary students, a number remain undecided.

Education Desired	Memorial University	Marine Institute	College of the North Atlantic	NF Private College	O/P University	O/P College	Total
1- or 2-year Certificate/Diploma	0.4	10.9	22.3	59.2	0.4	35.6	9.9
3-year Diploma	0.8	34.8	15.2	9.5	0.4	10.2	5.6
Certified Journeyperson	0.3	1.1	10.1	9.5	0	10.2	3.1
Bachelor's Degree	53.6	41.3	35.9	8.3	44.3	30.5	45.0
Master's Degree	21.2	8.7	6.8	0.6	28.4	8.5	17.1
Doctoral Degree	7.3	0	1.0	0	5.7	1.7	5.0
Professional Designation	6.2	1.1	0.7	2.4	14.2	0	5.4
Undecided	10.0	1.1	7.9	10.7	6.0	3.4	8.7

Table 2.4.2 Level of Post-Secondary Education Desired by Post-Secondary Institution Sector June 2001 High School Graduate
(n = 1783)

While there are only minor differences noted between the post-secondary goals and aspirations of males and females, a greater percentage of females (74%) than males (70%) stated their post-secondary studies will result in a degree, doctorate or professional designation (see Figure 2.4.2a). In contrast, 22% of males and 16% of females stated that they are in pursuit of a diploma or certificate.

Figure 2.4.2a Level of Post-Secondary Desired
Gender Breakdown
June 2001 High School Graduates
(n = 1783)



Figures 2.4.2b and 2.4.2c provide details on what level of post-secondary education graduates from rural and urban areas of the province, as well as from all school districts, are aspiring to. The percentage of graduates from rural areas (24%) in pursuit of a diploma or certificate was 17 percentage points higher than graduates from urban areas (7%). The percentage of graduates from rural areas (68%) seeking a degree, doctorate or professional designation was 14 percentage points lower than graduates from urban areas (82%). These findings may be a reflection of graduates' accessibility and proximity to post-secondary programs in rural areas and the higher enrolment in private and public college programs.

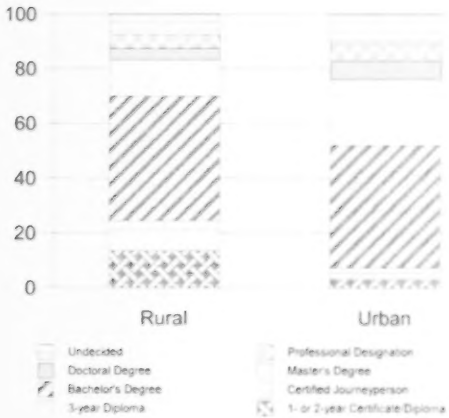


Figure 2.4.2b Level of Post-Secondary Education Desired
Rural/Urban Split
June 2001 High School Graduates

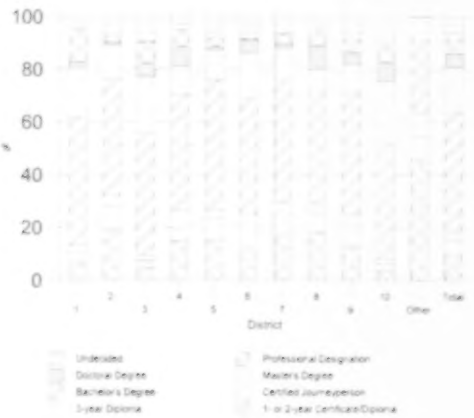


Figure 2.4.2c Level of Post-Secondary Education Desired
School District Breakdown
June 2001 High School Graduates

2.4.3 What did graduates estimate was the yearly cost for a post-secondary education?

When asked to estimate the yearly costs including tuition, books and living costs of a university, public college and private college education, the responses of graduates varied with each option and ranged from a low of $1000 to an unreasonable high of $80,000. The perception was that a university education was the most expensive followed by a private college education and, lastly, a public college education. Additionally, a large number of graduates were unaware of the cost of all the options and could speak only to their own experience.

University - The annual cost of a bachelor's degree program at Memorial University is between $4,000 and $5,000, including the cost of books and exclusive of living costs which can add another $6,000 to $7,000 to the total cost. Almost 37% of graduates estimated the annual cost of a university education to be between $5001 and $10,000. Another 14% on either side of that figure estimated the cost to be between $3,000 and $5,000 or between $10,001 and $20,000. The annual cost of university studies was unknown to 29% of the respondents.

Public College - At the College of the North Atlantic, the annual cost of a diploma program is between $2000 and $3000, including the cost of books and exclusive of living costs. Living costs for those students attending a college away from home can push the cost up to $10,000 annually. Just over 26% of graduates estimated the annual cost of a public college education to be between $2000 and $5,000; likewise 26% estimated the cost to be between $5001 and $10,000. Over one-third of graduates (37%) were unable to provide an estimate of annual cost for public college studies.

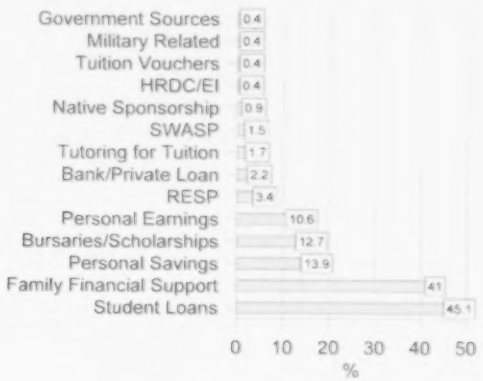
Private College - The tuition cost at private colleges varies considerably and it is difficult to estimate an estimated average cost. The annual cost of a private college education was estimated by 13% of graduates to be between $2,000 and $5,000, 19% costed it between $5,001 and $10,000 and 14% calculated it to be between $10,001 and $20,000. However, almost half (48%) of the graduate respondents were unaware of the cost of a post-secondary education at a private college.

2.4.4 How are graduates paying for their post-secondary education?

Almost half (45%) of the graduates engaged in post-secondary studies indicated they were financing all or part of their education through government student loans. The monetary assistance of family was also significant with 41% of graduates citing family support as a means of addressing post-secondary expenses in whole or in part. Some graduates also made a financial contribution to their education - personal earnings from a current job and personal savings from

a previous job subsidized the educational costs of 11% and 14% of graduates, respectively. As shown in Figure 2.4.4, 13% of graduates were in receipt of bursaries and scholarships to assist in the financing of their post-secondary education.

Figure 2.4.4 How Graduates are Financing all or part of their Post-Secondary Education June 2001 High School Graduates



Of graduates accessing government student loans, 49% were female and 40% were male. As shown in Table 2.4.4a , a greater percentage of males (71%) used personal savings and earnings and family support to finance all or part of their their education than females (61%) while females reported using funding from youth programs such as SWASP and Tutoring for Tuition at three times the rate of males.

There was also a greater percentage (56%) of rural graduates accessing student loans compared to urban graduates (24%). Urban graduates appear to have had greater access to part-time employment as 39% of graduates living in defined urban centres used earnings from a current job or savings from a previous job to help pay for their education compared to only 17% of rural graduates. Another significant difference was noted in family financial support - 49% of urban graduates had financial support from their families while only 37% of rural graduates had parental assistance.

Graduates were asked if they were required to repay family financial assistance - 6% indicated that they were required to repay their families for the financial support made available to them to complete their post-secondary studies, 87% indicated that repayment was not required and 7% were uncertain of repayment requirements.

While there was relatively low participation from our survey group in the Tutoring for Tuition (n=28) and Student Work and Services Program or SWASP (n=26) initiatives, it is likely that graduates chose to report the monies earned from these initiatives as personal earnings rather than as program-specific compensation. Overall, three-quarters of those graduates who had received financial assistance through the Tutoring for Tuition Program and 80% of those graduates who had received SWASP funds indicated satisfaction with the program.

Source of Funding	Male	Female	Urban	Rural	Total
	%		%		%
Government Student Loans	39.9	49.0	23.5	56.3	45.1
Bursaries/Scholarships	12.9	12.5	14.9	11.6	12.7
Bank/private Loan	1.6	2.6	3.0	1.7	2.2
Earnings from Current Job	12.6	9.2	22.8	4.3	10.6
Savings from a Previous Job	16.4	12.2	16.2	12.8	13.9
RESP/Education Plans	4.4	2.8	5.9	2.2	3.4
HRDC Sponsorship/EI	0.7	0.2	0.1	0.6	0.4
Tutoring for Tuition	0.7	2.5	1.3	1.9	1.7
SWASP	0.9	1.9	1.2	1.6	1.5
Family Financial Support	42.4	40.0	49.2	36.8	41.0
Native Sponsorship	1.0	0.8	0	1.4	0.9
Military -related	0.9	0.1	0.5	0.4	0.4
Government Sources	0.5	0.4	0.8	0.2	0.4
Tuition Vouchers	0.6	0.2	0.5	0.3	0.4

Note: Totals may not add to 100% as multiple responses to this question were permitted.

Table 2.4.4a How Graduates are Financing All or Part of Their Post-Secondary Education
Gender and Urban/Rural Split
June 2001 High School Graduates

As shown in Table 2.4.4b, almost 85% of the June 2001 graduates attending Newfoundland private colleges cited government student loans as a source of financing compared to 38% of graduates attending Memorial University and 40% in attendance at an out-of-province university. In fact, graduates at private colleges relied heavily on student loans with limited funding from other areas reported.

In contrast, graduates attending Memorial University also cited family support (45%), bursaries and scholarships (15%) and personal contributions from savings (15%) and current job earnings (15%) as funding sources. Not unlike graduates attending Memorial, one of two graduates (50%) engaged in studies at an out-of-province university indicated the monetary support of family helped them finance their education. Scholarships and bursaries also offset the educational costs of 29% of graduates attending out-of-province universities.

Just over half (52%) of the graduates attending the College of the North Atlantic reported using student loans to finance all or part of their education while 36% indicated receiving financial assistance from family. Similar sources of funding were also reported by graduates attending the Marine Institute and out-of province colleges.

Source of Funding	Memorial University	Marine Institute	College of the North Atlantic	NF Private College	O/P University	O/P College	Total
			%				
Government Student Loans	38.2	56.5	51.8	84.6	39.7	52.5	45.1
Bursaries/Scholarships	14.9	2.2	3.3	0.6	29.4	10.2	12.7
Bank/private Loan	2.7	2.2	1.0	1.2	2.1	3.4	2.2
Earnings from Current Job	14.7	1.1	8.4	3.6	1.8	8.5	10.6
Savings from a Previous Job	15.4	10.9	14.7	1.8	12.4	18.6	13.9
RESP/Education Plans	4.4	-	2.6	1.2	3.2	-	3.4
HRDC Sponsorship/EI	-	3.3	0.9	0.6	0.4	1.7	0.4
Tutoring for Tuition	2.2	-	1.7	-			1.7
SWASP	1.7	-	2.1	-	1.4	-	1.5
Family Financial Support	44.5	38.0	35.6	13.6	1.1	-	41.0
Native Sponsorship	0.5	1.1	0.4	0.6	50.0	42.4	0.9
Military -related	0.1	5.4	-	1.2	4.3	-	0.4
Government Sources	0.4	-	0.5	-	0.7	-	0.4
Tuition Vouchers	0.4	-	0.7	-	0.7	-	0.4

Note: Totals may not add to 100% as multiple responses to this question were permitted.

Table 2.4.4b How Graduates are Financing All or Part of Their Post-Secondary Education by Institutional Sector June 2001 High School Graduates (n = 1783)

Although the number of graduates attending an out-of-province post-secondary institution was substantially lower than that of those attending in-province institutions, it is interesting to note that a significant percentage of these graduates were in receipt of scholarships. In fact, almost one-quarter of graduates enrolled in an out-of-province university and over 8% enrolled in an out-of-province college had received an entrance scholarship to their respective institution compared to less than 5% of graduates attending Memorial University (see Table 2.4.4c). While one could argue that this might explain the draw to out-of-province institutions, in actual fact only 7% of graduates attending these institutions cited better scholarships as the reason they chose the institution.

Institutional Sector	June 2001 Graduates in Attendance	Graduates in Receipt of Scholarships	Graduates in Receipt of Scholarships
	#	#	%
Memorial University	2126	101	4.8
Marine Institute	112	1	1.0
College of the North Atlantic	931	11	1.2
NF Private Colleges	229	1	0.5
Out-of-Province Universities	338	81	24.0
Out-of-Province Colleges	72	6	8.4
Total	3808	201	5.3

Table 2.4.4c Graduates in Receipt of Scholarships by Institutional Sector
June 2001 High School Graduates

3.0 The Non-Post-Secondary Cohort

3.1 Introduction

The economic environment in Newfoundland and Labrador in 2001 was encouraging - economic indicators including employment, Gross Domestic Product (GDP) and retail trade showed growth while inflation had slowed and unemployment was at its lowest level since 1989. For the June 2001 high school graduate who chose not to continue pursue post-secondary studies but rather to seek immediate employment the prospect of finding a job was good, particularly in the St. John's area. The labour force characteristics for youth 15 to 24 years of age for the period 1998 to 2001 is shown in Table 3.1.1.

Youth	Unit	1998	1999	2000	2001
Population	(000's)	83.6	81.4	80.0	78.0
Labour Force	(000's)	37.0	37.7	38.2	39.7
Employment	(000's)	26.7	27.6	28.4	29.8
Unemployment	(000's)	10.3	10.1	9.8	9.8
Unemployment Rate	(%)	27.8	26.8	25.7	24.7
Participation Rate	(%)	44.3	46.3	47.8	50.9
Employment Rate	(%)	31.9	33.9	35.5	38.2

Source: Statistics Canada, Labour Force Survey, August 2002

Table 3.1.1 Labour Force Characteristics (Unadjusted), Youth (15-24 Years)
Newfoundland and Labrador
1998 - 2001 Annual

However, these graduates entered the workforce with limited job skills and, as shown in this section and more particularly in the text on current employment, there were also limitations on the types of jobs they obtained.

A number of non-post-secondary high school graduates had reasons, other than employment-related, for not pursuing post-secondary studies. These included a return to high school for the

improvement of grades, joining the military, addressing personal and/or family needs. Sociodemographic characteristics such as low parental income and low parental education also had an effect on the decision not to attend post-secondary education.

3.2 Activities of Non-Post-Secondary High School Graduates

3.2.1 What are non-post-secondary high school graduates currently doing?

The majority of surveyed high school graduates from June 2001 who did not pursue post-secondary education immediately after graduation were working. Of these working graduates 37% (n=547) had found full-time employment while 21% (n=320) were working part-time or were self-employed. As shown in Figure 3.2.1a, just over one-quarter of graduates were unemployed with nearly 19% (n=283) actively looking for work and 8% (n=116) not looking for work. Another 9% (n=141) of non-post-secondary high school graduates reported that they had returned to high school to improve their grades, and it can be expected that these graduates will eventually find their way into post-secondary studies. Finally, 6% of graduates reported that they were engaged in personal/family activities (1%, n=16), had joined the military (1%, n=18), were waiting for school to begin (1%, n=13) or involved in the "Linkages" program or some other non-post-secondary activity (3%, n=42).

Figure 3.2.1a The Post-Graduation Activities of Non-Post-Secondary High School Graduates June 2001 High School Graduates
(n = 1496)

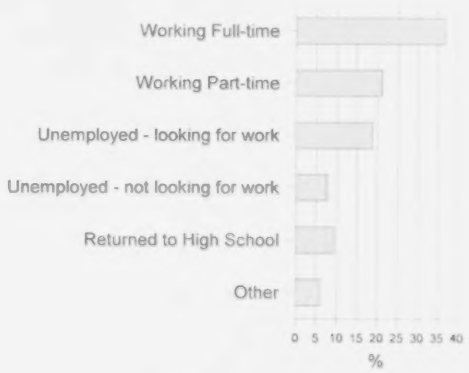
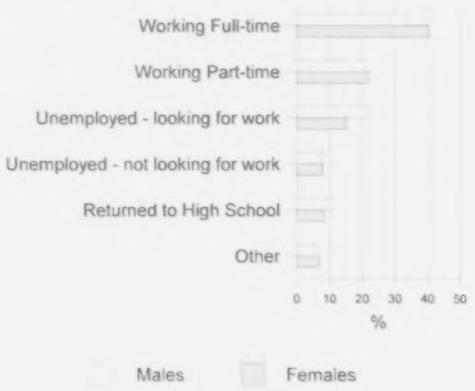


Figure 3.2.1b illustrates the differences between the responses of males and female non-post-secondary high school graduates with respect to their post-graduation activities. Just over 62% of female graduates indicated that they were working either full-time or part-time at the time of survey compared to 54% of males. In contrast 23% of females were unemployed compared to 30% of males. However, 10% of males (n=84) had returned to school to improve their grades while only 8% of females (n=57) had done so. More females than males indicated that they were not engaged in post-secondary activities because they were engaged in personal and/or family activities.

Figure 3.2.1b The Post-Graduation Activities of Non-Post-Secondary High School Graduates by Gender June 2001 High School Graduates

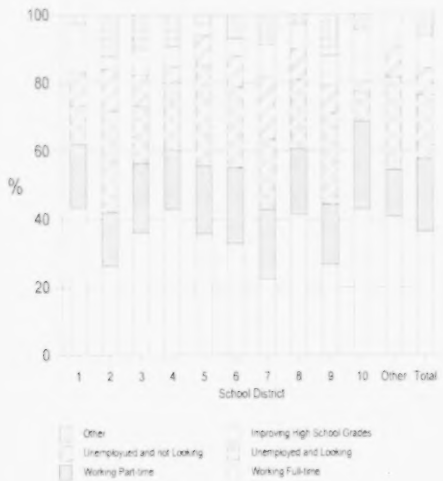


Whether respondents lived in an urban or rural setting was also a factor (see Figure 3.2.1c). Over two-thirds (69%) of graduates living in an urban area were employed either full-time or part-time at the time of survey while only 51% of rural graduates indicated that they had found employment. Furthermore, 34% of rural graduates were unemployed compared to only 13% of urban graduates. Lastly, more urban graduates had returned to school to improve their grades with 13% indicating that they were upgrading their high school marks compared to 8% of rural graduates.

Figure 3.2.1c The Post-Graduation Activities of Non-Post-Secondary High School Graduates by Urban/Rural Split June 2001 High School Graduates

Non-post-secondary graduates living in School District 10 had the highest level of employment with 69% (n=302) reporting that they were working either full-time or part-time followed by District 1 (62%, n=43), District 8 (61%, n=60) and District 5 (60%, n=90). In contrast, with respect to non-post-secondary high school graduates, School Districts 2 and 7 had employment rates of 42% (n=24) and 43% (n=42) and unemployment rates of 42% (n=26) and 39% (n=38), respectively. Districts 10 (15%, n=67) and 1 (14%, n=10) also had the highest percentage of graduates returning to high school to improve their grades.

Figure 3.2.1d The Post-Graduation Activities of Non-Post-Secondary High School Graduates by School District June 2001 High School Graduates



3.2.2 In what sectors are non-post-secondary high school graduates working?

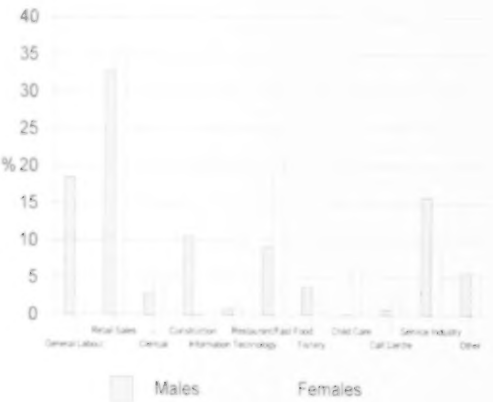
The high school graduates of June 2001 who were not currently pursuing post-secondary studies and who employed either full-time or part-time at the time of survey are generally working in low-skill sectors such as retail sales (34%), restaurant and fast-food services (20%) the service industry (12%), and general labour (11%) (see Table 3.2.2). Others cited working at clerical (4%), construction (5%), fishery (3%), child care (3%), call centre (1%) and information technology (1%) positions.

Sector/Position	# of Graduates	% of Graduates
Retail Sales	296	34.1
Restaurant/Fast Food	176	20.3
Service Industry	106	12.2
General Labour	92	10.6
Construction	46	5.3
Clerical	35	4.0
Fishery	23	2.7
Child Care	27	3.1
Call Centre	12	1.4
Information Technology	6	0.7
Other	48	5.5
Total	867	100.0

Table 3.2.2 Where Non-Post-Secondary High School Graduates were Working at Time of Survey June 2001 High School Graduates

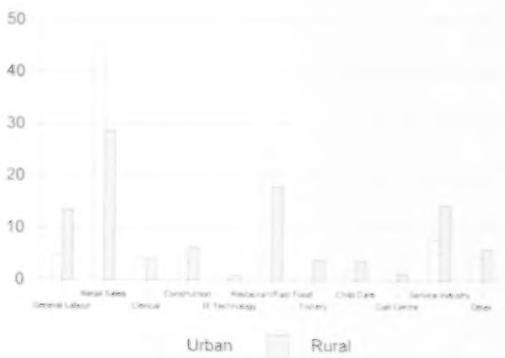
Female graduates found work predominately in retail sales (36%) and in restaurants and/or fast food establishments (32%). As shown in Figure 3.2.2a, while a considerable percentage of males also found work in retail sales (33%), male graduates also found work in general labour (19%) and service industry (16%) positions.

Figure 3.2.2a Where Non-Post-Secondary High School Graduates were Working at the Time of Survey by Gender June 2001 High School Graduates



Over 70% of non-post-secondary high school graduates living in urban areas worked in retail sales (46%) or the restaurant/fast food industry (25%), likely reflective of the greater availability of these positions in high population areas (see Figure 3.2.2b). While rural graduates also found work in retail sales (29%) and the restaurant/fast food industry (18%), a significant percentage also found work in service industry (15%), general labour (13%), and construction (6%) positions. School District level data provides similar results - school districts located in urban areas have high numbers of non-post-secondary high school graduates working in retail sales and restaurant/fast food establishments whereas the positions obtained in school districts in rural areas is more diverse.

Figure 3.2.2b Where Non-Post-Secondary High School Graduates were Working at the Time of Survey by Urban/Rural Split June 2001 High School Graduates



3 What hourly wage are non-post-secondary high school graduates, employed either part-time or full-time, receiving?

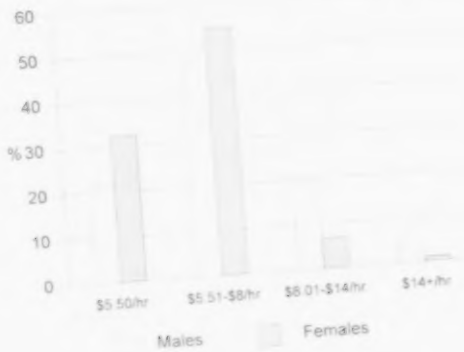
At the time of survey, the minimum wage in Newfoundland and Labrador was $5.50/hour - this translates into a yearly salary of $11,440 provided that a 40 hour week is worked.

As shown in Figure 3.2.3a, of non-post-secondary high school graduates employed part-time or full-time during this period, almost 27% were receiving minimum wage. Just over half (51%) of employed respondents were receiving $5.51 - $8/ hour (maximum of $16,640/year) and 13% were receiving $8.01- $14/hour (maximum $29,120/year). Only 3% were in receipt of more than $14/hour.

Figure 3.2.3a Hourly Wages of Employed Non-Post Secondary High School Graduates at the Time of Survey June 2001 High School Graduates

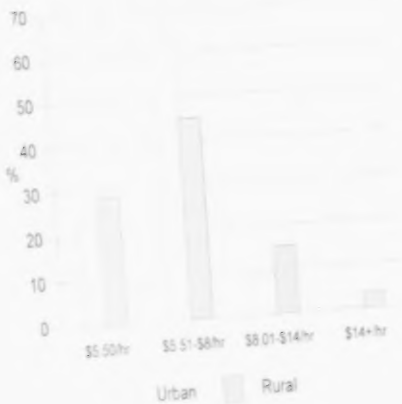
The hourly wage of non-post-secondary high school graduates by gender is presented in Figure 3.2.3b. More females than males received the lowest wages with 32% of females reported receiving minimum wage ($5.50/hr) compared to 22% of males while 55% of females and 48% of males earned between $5.51 - $8/hr. In contrast, a greater percentage of males had high wages - of those earning between $8.01 - $14/hr, 19% were males while only 7% were females. Similarly, 4% of males had earnings of more than $14/hr compared to less than 1% of females.

Figure 3.2.3b Hourly Wages of Employed Non-Post-Secondary High School Graduates at the Time of Survey by Gender June 2001 High School Graduates



Almost 88% of non-post-secondary high school graduates living in urban areas had wages below $8/hour compared to only 74% of rural graduates (see Figure 3.2.3c). Accordingly, only 9% of urban graduates had wages of $8.01-$14/hr and less than 1% had wages of $14/hour or more whereas 15% of rural graduates earned $8.01-$14/hour and 4% earned more than $14/hour.

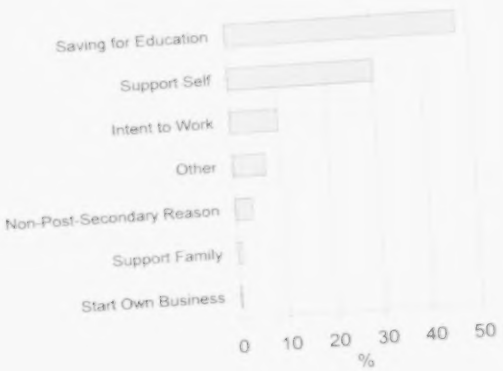
Figure 3.2.3c Hourly Wages of Employed Non-Post-Secondary High School Graduates at the Time of Survey by Urban/Rural Split June 2001 High School Graduates



3.2.4 Why did non-post-secondary high school graduates choose to seek employment rather than pursue post-secondary studies immediately after graduation?

Almost half (48%) of the non-post-secondary high school graduates surveyed reported that they were working to finance their future post-secondary studies (see Figure 3.2.4a). A further 30% of graduates indicated that they needed to work to support themselves while 10% stated that it was their intent to work rather than to pursue post-secondary studies. The remaining 12% cited other reasons for working after graduation including earning money to support their family, to use for a non-specific non-post-secondary reason or to start a business.

Figure 3.2.4a Reasons Cited by Non-Post Secondary High School Graduates for Seeking Employment June 2001 High School Graduates



As shown in Figure 3.2.4b, the responses from urban and rural graduates were quite different - twice as many rural graduates as urban graduates indicated that they need to work to support themselves or to finance future educational endeavours. Additionally, almost 62% of rural graduates reported that they were working because it was what they wanted to do compared to 38% of urban graduates.

Figure 3.2.4b Reasons Cited by Non-Post Secondary High School Graduates for Seeking Employment by Urban/Rural Split June 2001 High School Graduates

3.3 Reasons for Not Pursuing Post-Secondary Studies

3.3.1 Did any non-post-secondary high school graduates attend a post-secondary institution after high school and subsequently discontinue their studies and, if so, why?

The majority (93%) of non-post-secondary high school graduates indicated that they have never undertaken any post-secondary studies. Of the small minority (7%, n=99) that did so and have since discontinued their studies, most (88%) were from rural Newfoundland and Labrador and more females (55%) than males (45%) made the decision to give up. While 42% of this group reported being unemployed subsequent to leaving post-secondary studies, almost 51% were working with the largest component (32%) finding employment in the retail sales sector.

The most significant contributing factor to the decision of these graduates to discontinue their studies was that the program of study in which they had enrolled did not meet their expectations -

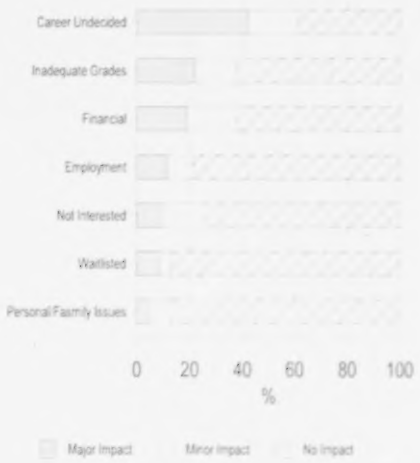
47% of respondents cited this as having a major impact on their decision and 18% cited it as having a minor impact. As shown in Figure 3.3.1, other factors reported as having a major impact were the loss of interest in the program (35%) and career indecision (36%).

Figure 3.3.1 Factors Influencing Non-Post-Secondary Cohort to Discontinue Their Post-Secondary Studies June 2001 High School Graduates

3.3.2 What factors influenced non-post-secondary high school graduates in their decision not to pursue a post-secondary education immediately after graduation from high school?

Seven potential barriers to post-secondary education were presented to non-post-secondary high school graduates (n=1397) who were asked to rank them as having a major, minor or no impact on their decision not to pursue post-secondary at this time. The inability to decide on a career path was cited as a major reason for not pursuing a post-secondary education by 42% of graduates who had not engaged in post-secondary studies (not including those graduates who had discontinued studies) immediately after graduation and as a minor reason by 19% of this cohort. Other reasons cited as having a significant impact on the decision included inadequate grades to gain entrance into a post-secondary program (22%) and insufficient finances (19%).

Figure 3.3.2 Impact of Barriers to Post-Secondary Education on Non-Post-Secondary Cohort June 2001 High School Graduates



While there was little difference reported between male and female non-post-secondary high school graduates with respect to barriers to post-secondary education, there was a notable difference between urban and rural graduates, particularly with respect to grades. In fact, 32% of urban graduates indicated that inadequate grades had a major impact on their decision - in comparison, only 18% of rural graduates saw this as a major impediment. Barriers of more consequence to rural graduates was career indecision, waitlists and finding employment.

3.3.3 What were the factors influencing the decision of non-post-secondary high school graduates not to attend a post-secondary institution after graduation from high school?

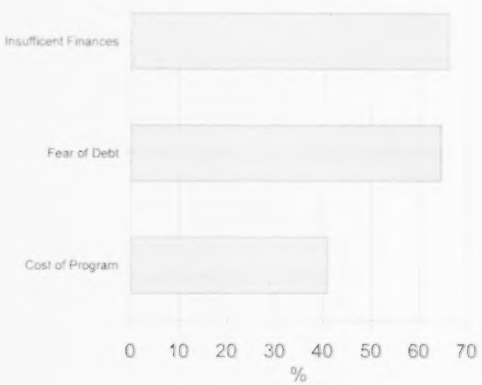
Graduates from the non-post-secondary cohort were asked to indicate whether specific financial, career path, or entrance requirement issues were a factor in their decision to engage in post-secondary studies. A further rationale for a general lack of interest in post-secondary education was also requested. The results are presented in Figures 3.3.3a to 3.3.3e.

3.3.3a Financial Issues

A lack of financial resources and a fear of too much debt were reported to be factors in the decision of approximately two-thirds of non-post-secondary high school graduates who cited financial issues as a barrier to post-secondary studies. Almost 41% also stated that their desired program was too expensive for them to consider at this time.

Female graduates were more concerned with debt than male graduates - 71% of females graduates considered the debt they would acquire from post-secondary studies as a factor in their decision not to attend post-secondary while only 59% of males reported this as a consideration. Additionally, 72% of non-post-secondary high school graduates whose parents had less than a high school education saw acquiring debt as a limiting factor compared to only 47% of graduates whose parent(s) had some post-secondary education.

Figure 3.3.3a Financial Issues as a Barrier to Post-Secondary Education for Non-Post-Secondary Cohort June 2001 High School Graduates



3.3.3b Career Path Issues

Of those non-post secondary high school graduates who indicated that their indecision on a career choice was a barrier to their post-secondary education, the majority (72%) stated that there was sufficient information on post-secondary options available to them to make a decision on a career choice but they were unable to decide on a career path. In fact, 88% of graduates indicated that they were undecided between more than one career choice. There was little difference noted in the responses between genders or whether graduates were from an urban or rural area.

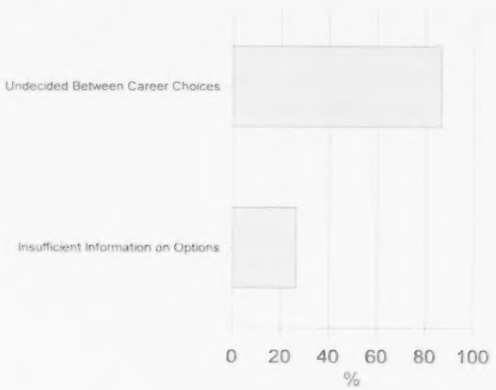


Figure 3.3.3b Career Path Issues as a Barrier to Post-Secondary Education for Non-Post-Secondary Cohort June 2001 High School Graduates

3.3.3c Entrance Requirement Issues

The inability to meet the entrance requirements for the post-secondary institution of choice was the major reason cited by 72% of non-post-secondary high school graduates who indicated that entrance requirements were a barrier to their post-secondary education. Just over half of graduates (53%) also indicated that they were unable to meet the entrance requirements for their chosen program of study. Having realized this as an obstacle to their further education, 48% of respondents reported that they had returned to high school to improve their grades.

Entrance Requirements for Institution
Entrance Requirements for Program
Return to School to Upgrade
0 10 20 30 40 50 60 70 80
%

Figure 3.3.3c Entrance Requirement Issues as a Barrier to Post-Secondary Education for Non-Post-Secondary Cohort June 2001 High School Graduates

3.3.3d Lack of Interest Issues

The overwhelming factor in the decision of four out of five graduates who indicated they were not interested in attending post-secondary at this time was that they planned to explore their post-secondary options sometime in the future. Almost 22% of non-post-secondary high school graduates who cited a lack of interest also stated that they planned to travel prior to making a decision on post-secondary while 17% felt that a post-secondary education would not be beneficial to them in finding employment and 19% expressed no interest in returning to academic life.

Female graduates were more likely to view post-secondary as a possible future option - 87% stated a desire to attend post-secondary in the future compared to 77% of males. Additionally, 30% of females stated that they planned to travel prior to making a decision, thereby not closing the door on future post-secondary studies. However, a greater percentage of male graduates (22%) than females (13%) expressed a lack of interest in returning to academic life as did a greater percentage of rural graduates (21% compared to 15% of urban graduates). Additionally, one in five rural graduates also expressed the opinion that a post-secondary education would not help them find a job.

Figure 3.3.3d Lack of Interest Issues as a Barrier to Post-Secondary Education for Non-Post-Secondary Cohort June 2001 High School Graduates

Attend Post-Secondary in Future
Plan to Travel First
No Interest in Returning to Academic Life
Of No Assistance in Finding Employment
0 20 40 60 80 100
%

3.3.3e Personal or Family Issues

Almost 41% of those citing a personal or family issue as a barrier to post-secondary studies indicated that the greater importance of family commitments was the major factor in their decision not to attend post-secondary. Of those graduates, 82% were female and 72% were residing in rural areas of the Province. Just over 21% reported health issues as the main reason for their non-attendance and 15% stated that the reason they chose not to attend post-secondary was that they did not want to leave their home and/or their community.

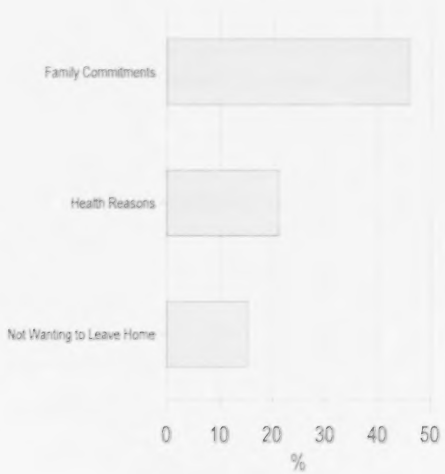


Figure 3.3.3e Personal/Family Issues as a Barrier to Post-Secondary Education for Non-Post-Secondary Cohort June 2001 High School Graduates

3.3.3f Waitlists for Program Placement

The non-post-secondary high school graduates who indicated that waitlists were a barrier to their post-secondary education were asked what program(s) they were waiting for placement in. Of the 121 responses, 91 respondents or 75% stated that they were waiting for admittance to courses offered by the College of the North Atlantic and 85% were from rural Newfoundland and Labrador.

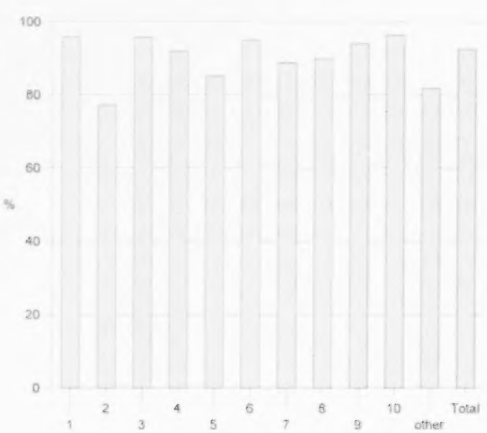
3.4 Goals of Non-Post-Secondary Cohort

3.4.1 Are non-post-secondary high school graduates planning to attend a post-secondary institution sometime in the future?

A desire to attend a post-secondary institution in the future was expressed by 93% of non-post-secondary high school graduates with female graduates (95%) more inclined to want to further their education than males (90%). Additionally, just over 96% were from urban areas and 91% were from rural areas of the Province. The intent to attend post-secondary in the future was greater among those graduates whose parent(s) had higher levels of education. In fact 96% of graduates with at least one parent who had completed post-secondary planned to attend in the future compared to 89% whose parent(s) had less than a high school education.

The percentage of non-post-secondary high school graduates with plans of future post-secondary studies varied significantly by school district with only 77% of graduates from School District 2 intending to participate in the future compared to 96% from School Districts 1, 3 and 10 (see Figure 3.4.1).

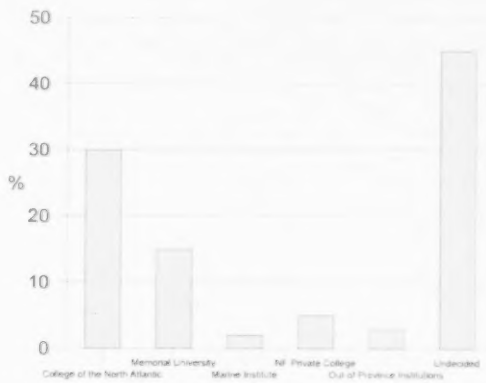
Figure 3.4.1 Non-Post-Secondary High School Graduates with Future Post-Secondary Intentions by School District June 2001 High School Graduates



3.4.2 Where are current non-post-secondary high school graduates planning to study in future?

The College of the North Atlantic and Memorial University is the institution of choice for 30% and 15%, respectively, of those graduates who are not currently attending post-secondary but plan to attend at some future date. Another 10% indicated that they plan to attend one of the private colleges in the Province (5%), the Marine Institute (2%) or an out-of-province post-secondary institution. However, nearly half (45%) of non-post-secondary graduates who have indicated that they are planning to engage in post-secondary studies in the future are undecided about where they will study.

3.4.2 Non-Post-Secondary High School Graduates with Future Post-Secondary Intentions by Planned Institution of Study June 2001 High School Graduates



3.4.3 How will current non-post-secondary high school graduates pay for their future post-secondary studies?

Overall, the greatest percentage (48%) of non-post-secondary high school graduates who intend to undertake post-secondary studies in future plan to avail of government student loans to do so (see Table 3.4.3). One-quarter of graduates will also use personal savings to pay for all or part of their post-secondary education while 13% expect that family will assist them in realizing their education plans. Noteworthy is the 10% of non-post-secondary high school graduates indicating that they will access HRDC/Employment Insurance funding for their future studies - in contrast less than one percent of graduates who entered post-secondary studies immediately after graduation considered this as a funding option.

A greater percentage of females (58%) than males (39%) indicated that they will use government student loans as all or part of their post-secondary funding source whereas more males (36%) than females (29%) suggested that they will use personal savings or employment earnings to finance their education.

Urban youth have greater access to employment opportunities and over half of the urban non-post-secondary graduates (51%) indicated that they will use personal savings from a previous job or earnings from a current job to facilitate their future post-secondary plans compared to only 25% of rural graduates. Family financial support was also considered to be a possible source of funding for almost one-quarter of urban non-post-secondary high school graduates whereas only 9% of rural graduates saw this as a possible option. Alternately, more rural graduates (13%) suggested using HRDC/EI funding as a source of educational funding than did urban graduates (3%).

Expected Source of Funding	Male	Female	Urban	Rural	Total
	%		%		%
Government Student Loans	39.4	57.8	43.1	49.7	47.9
Bursaries/Scholarships	1.0	1.2	1.9	0.7	1.1
Bank/private Loan	0.7	0.6	0.7	0.7	0.7
Earnings from Current Job	8.4	6.2	11.9	5.7	7.4
Savings from a Previous Job	27.3	23.2	39.4	20.1	25.4
RESP/Education Plans	1.5	1.2	2.4	0.9	1.3
HRDC Sponsorship/EI	11.5	8.7	2.7	13.1	10.2
Tutoring for Tuition	0.0	0.1	0.2	0.0	0.1
SWASP	0.1	0.3	0.0	0.3	0.2
Family Financial Support	13.0	13.4	24.3	8.9	13.2
Other	4.3	2.9	1.9	4.3	3.7

Note: Graduates were permitted to name multiple sources thus totals may exceed 100% for each indicator.

Table 3.4.3 How Non-Post-Secondary High School Graduates Plan to Finance All or Part of Any Post-Secondary Education Plans by Gender and Urban/Rural Split June 2001 High School Graduates

4.0 The High School Experience

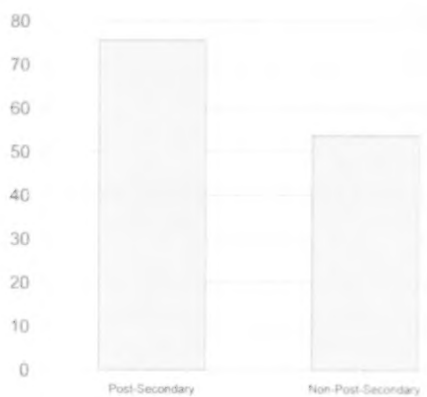
All surveyed high school graduates of June 2001, regardless of whether they were engaged in post-secondary studies or not at the time of survey, were asked a series of questions relating to their high school experience.

4.1 Graduate Awareness of Student Financial Services

4.1.1 Were graduates aware of where to get information on government student loans?

Graduates, both those in a post-secondary institution and those not, were asked about their general awareness of where to get information on student loans. As shown in Table 4.1.1, two-thirds of those surveyed stated that they were aware of where to get information on student loans. Of particular note is the fact that 76% of graduates currently enrolled in post-secondary studies gave an affirmative response compared to only 54% of non-post-secondary attendees - almost half (46%) of the non-post-secondary cohort were unaware of where to get the information.

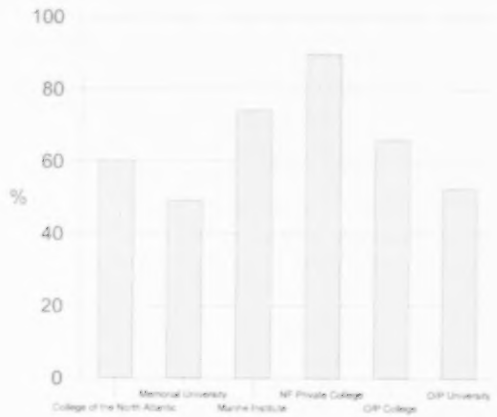
Figure 4.1.1 Graduates' Awareness of Government Student Loan Information June 2001 High School Graduates



4.1.2 Did graduates apply for a government student loan?

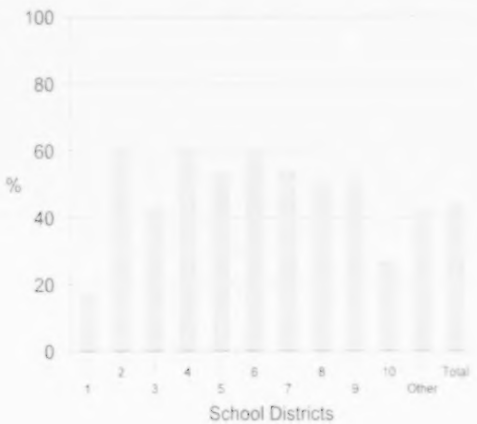
When asked if they had made application for a government student loan, almost 44% of June 2001 graduates indicated that they had done so. However, when viewed across the various post-secondary choices, almost 90% of graduates enrolled in a private college in Newfoundland and Labrador had applied for a loan whereas, in sharp contrast, only 49% of graduates attending Memorial University and 53% enrolled in out-of-province universities had made application (see Figure 4.1.2a).

Figure 4.1.2a Number of Graduates Applying for Government Student Loan by Institution June 2001 High School Graduates



Just over half (51%) of rural graduates applied for loan assistance compared to only 27% of urban graduates. As outlined in Figure 4.1.2b, School Districts 2, 4 and 6 had the largest percentage of applicants applying for a government student loan while Districts 1 and 10 had the fewest. The proximity of students from District 10 (Avalon East) to post-secondary institutions and lower post-secondary living cost coupled with greater access to employment opportunities would appear to be the main reasons for the lower uptake of student loans. In District 1 (Labrador), a combination of both native sponsorship and a high level of family support reduced student loan usage.

4.1.2b Number of Graduates Applying for Government Student Loans by School District June 2001 High School Graduates



4.1.3 Who helped graduates complete their application for a government student loan?

The school environment was an important information source as almost 68% of high school graduates who applied for government student loans did so with the assistance of a guidance counsellor, teacher or principal. Rural graduates were also more inclined to use their guidance counsellor, teacher or principal (70%) than their urban counterparts (49%). While still making use of these school based sources, as parental education levels increased so did the reliance of graduates on their parents when completing student loan applications.

4.2 Career Goals

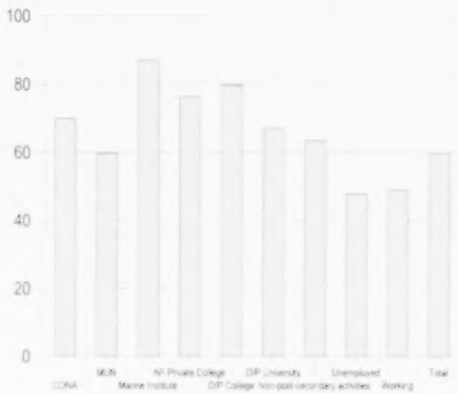
4.2.1 Have graduates made a decision on their future careers?

The June 2001 high school graduates were asked whether they had decided on a career. Overall, 60% or three in five respondents indicated that they had. Not surprisingly, those currently involved in post-secondary activities were more inclined to have chosen a career path. In particular, graduates enrolled at the Marine Institute were overwhelmingly resolved on careers with 87% stating that they know what career path they wish to follow. However, as shown in Figure 4.2.1, this decisiveness is not as evident with those enrolled at a university. In fact, just

under 60% of graduates attending Memorial and 67% of those in out of province universities had

made a firm decision on a career path.

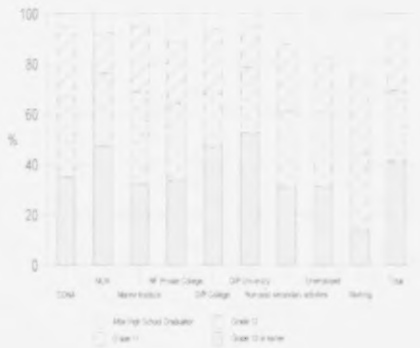
Figure 4.2.1 Decisiveness on a Career Path
June 2001 High School Graduates



4.2.2 When did graduates decide on a career path?

Those graduates with a chosen career path were asked when they first started thinking about career options. Overall, just over 41% stated that during grade 10 or earlier they started thinking about careers, 28% began by grade 11 and, by grade 12, 21% started thinking about their future careers. While they now have a decided career path, almost 10% waited until graduating from high school to begin exploring their career options. Females were more inclined to start thinking seriously about career options at an earlier age with almost 47% beginning by grade 10 or earlier compared to only 34% of males. When viewing the current status of the graduates, those enrolled in a university appear to make career decisions earlier during high school, although the decision may be to merely attend a university rather than a firm career choice. Over 17% of the working or unemployed graduates did not decide on career options until after high school graduation.

Figure 4.2.2 Point in Time When Graduates Made Career Decision June 2001 High School Graduates



4.2.3 Where did graduates seek advice relating to post-secondary and career related information?

Graduates were asked to rank the sources they would ask for advice with respect to post-secondary and career information as being 'very important', 'somewhat important', or 'not important at all'. The sources of advice included: parents or guardians, friends, high school teachers, high school guidance counsellors, institutional representatives, institutional websites, media, career planning centres, and career planning websites.

Overall, the most important source of advice for graduates was parents or guardians with 54% identifying them as very important. Other sources of advice ranked high by graduates are teachers
and guidance counsellors with 45% and 42%, respectively, stating that they placed great importance on their input. In contrast, only 7% of graduates placed great importance on the information provided by media while just 15% found career planning websites to be influential. Surprisingly, friends were not considered to be very important in terms of career planning as only 16% of graduates indicated their peers to be very important sources of advice.

Table 4.2.3a shows the source of advice deemed to be very important to those graduates enrolled in a post-secondary institution at the time of survey. As stated previously, the advice of parents was seen to be very important to all graduates and this did not vary by institutional sector. Graduates in all sectors, but more particularly those attending private colleges (44%) and universities (42%) also placed considerable importance on the advice of teachers. For those students engaged in studies at the College of the North Atlantic, 44% deemed the advice of guidance counselors of great importance.

Source	Memorial University	Marine Institute	College of the North Atlantic	NF Private College	Out of Province University	Out of Province College	Total Post-Secondary	Total Graduates
					%			
Parents/ Guardians	51.6	44.6	49.7	62.7	50.7	55.9	51.7	53.9
Friends	11.8	12.0	11.7	21.9	12.4	13.6	12.6	16.0
HS Teachers	41.7	32.6	37.4	44.4	42.2	33.9	40.6	45.1
HS Guidance Counsellors	36.4	39.1	43.8	39.6	39.4	28.8	38.3	42.4
Institutional Reps	38.0	37.0	33.4	46.7	36.2	37.3	37.4	37.0
Institutional Websites	20.9	31.5	16.8	23.1	28.0	28.8	21.6	21.9
Media	4.7	8.7	8.1	10.7	6.4	6.8	6.2	7.3
Career Planning Centres	19.3	17.4	19.2	26.0	13.1	13.6	18.8	22.2
Career Planning Websites	9.3	19.2	17.4	20.1	9.6	8.5	11.4	15.4

Note: Graduates were permitted to name multiple sources this totals may exceed 100% for each institutional sector.

Table 4.2.3a Career and Post-Secondary Advice Sources Deemed 'Very Important' by June 2001 High School Graduates Attending Post-Secondary and Total Graduates

For those graduates not pursuing post-secondary studies, their most important source of advice was their parents. In fact, 58% of non-post-secondary graduates indicated that they had turned to their parents for advice on their post-graduation activities. While it is unlikely that teachers and guidance counsellors advised students to terminate their educational endeavours after high school, 53% and 49% of graduates, respectively, indicated that they deemed the advice given by these sources as important. Friends (22%) had a greater impact on non-post-secondary graduates than those attending post-secondary (16%).

Source	Employed	Unemployed	Other [1]	Total Non-Post-Secondary	Total Graduates
			%		
Parents/ Guardians	55.1	60.7	60.9	57.5	53.9
Friends	21.6	23.1	20.0	21.7	16.0
HS Teachers	51.7	51.4	58.7	52.7	45.1
HS Guidance Counsellors	47.6	48.1	57.0	49.2	42.4
Institutional Reps	34.5	36.8	41.7	36.2	37.0
Institutional Websites	23.2	20.8	22.2	22.4	21.9
Media	8.9	10.8	7.0	9.1	7.3
Career Planning Centres	28.7	25.8	29.1	28	22.2
Career Planning Websites	22.6	20.6	22.2	22.0	15.4

[1] Other includes those students who are not attending post-secondary for personal or family reasons, have joined the military, are participating in the Linkages program or waiting for their post-secondary programs to begin, or other unspecified reasons.

Table 4.2.3b Career and Post-Secondary Advice Sources Deemed 'Very Important' by June 2001 High School Graduates Not Attending Post-Secondary and Total Graduates

Results varied considerably across school districts although overall trends were consistent. Parents and guardians were generally ranked as a very important source of post-secondary and career-related information by all graduates, regardless of school district. Graduates from Districts 5 and 8 placed guidance counsellors as a very important source of information (51% and 54%, respectively) while teachers were considered more influential in Districts 4 (53%) and 10 (45%). As shown in Table 4.2.3c for the remaining districts these two sources were, for the most part, on par with each other in ranking of importance.

Source	1	2	3	4	5	6	7	8	9	10	Total Graduates
						%					
Parents /Guardians	47.5	59.3	53.8	53.7	56.3	52.9	55.3	55.2	61.8	50.1	53.9
Friends	14.1	22.0	18.2	16.2	13.7	13.2	16.8	18.4	19.6	14.0	16.0
HS Teachers	42.9	48.7	46.3	52.7	47.3	39.8	42.1	47.1	43.8	44.7	45.4
HS Guidance Counsellors	39.0	48.0	48.8	39.2	50.7	44.4	42.3	53.6	41.0	36.8	42.4
Institutional Reps	40.7	32.0	39.4	33.0	37.5	33.8	31.9	39.8	38.9	37.6	37.0
Institutional Websites	24.9	16.7	21.9	21.0	20.8	21.0	16.6	25.2	19.2	24.4	21.9
Media	7.3	8.7	9.6	7.6	7.9	8.2	4.7	9.1	7.6	6.0	7.3
Career Planning Centres	22.0	24.7	24.3	19.4	20.4	21.9	21.9	22.5	23.4	22.0	22.2
Career Planning Websites	18.1	16.0	13.7	15.4	15.5	17.3	15.5	16.5	14.8	14.3	15.4

Table 4.2.3c Career and Post-Secondary Advice Sources Deemed 'Very Important' by June 2001 High School Graduates by School District

4.2.4 Were graduates aware of the career counselling services available to them in high school and, if so, did they use them?

Graduates were asked about 9 different counselling services that would have been available to them during high school. For each of the following they were asked if they were aware of each service and if they used them: Career Information Hotline, HRDC centres, high school guidance counsellor, CHOICES computer application, WorkInfoNet, Community Career Centre website, Linkages program, Youth Services Canada project and counsellors from post-secondary institutions.

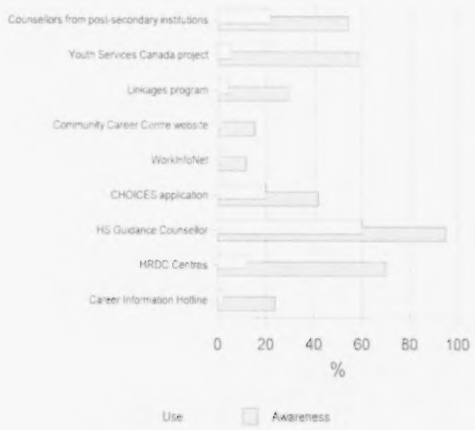
As shown in Figure 4.2.4, with almost 95% awareness, high school guidance counsellors are well known by graduates. Overall, however, only 60% of graduates reported using the services of a guidance counsellor to help plan their future with more male graduates (66%) taking advantage of the service than females (53%). Additionally, graduates from School District 8 displayed the highest usage with 73% of graduates using their services compared to 47% from District 10.

Almost three-quarters of graduates also indicated their awareness of Human Resource Development Canada (HRDC) Career Planning Centres although only 12% made use of this service. Students enrolled in the College of the North Atlantic and Marine Institute had the highest usage rates with 15% and 16%, respectively using the centres. Students from the Burin Peninsula had both the highest awareness (82%) and usage (19%) of their local HRDC centres.

With just over half of graduates aware of the service offered by counsellors from post-secondary institutions, 22% of students made use of their services during high school. Graduates attending the Marine Institute were least likely to use the services of these counsellors with less than 20% indicating they had conferred with them. Almost 25% of students from both School Districts 3 and 9 stated they had dealt with post-secondary institution counsellors to help plan their future.

It is interesting to note that while just over half of graduates indicated their awareness of the Youth Services Canada Project, which provides opportunities for out-of-school, unemployed and/or underemployed youth, between 15 and 30 years of age (inclusive), who face barriers to employment, to develop their life and employability skills through service to their community, uptake of this service was limited to only 5% of graduates overall.

Figure 4.2.4 Graduates' Awareness and Use of Career Counselling Services in High School June 2001 High School Graduates



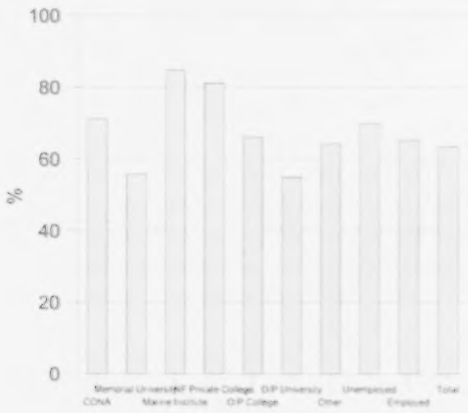
4.2.5 What prevented some graduates from deciding on a career path?

For the 40% that have not identified a career path to follow, these people were asked if there is a reason they have not done so. The primary theme dealt with the graduates being undecided on their career goals at the time of survey . "Deciding between more than one option" and "just not knowing what they want to do" are key issues with this group.

4.2.6 Did high school adequately prepare graduates for a career and, if not, why?

The opinion of graduates on whether or not high school had adequately prepared them for a career varied significantly by institutional sector and post-graduation activity. While 64% of graduates overall indicated that they were prepared to follow a career path upon graduation from high school, only 56% of graduates attending Memorial University and 55% attending out-of-province universities felt they were prepared (see Figure 4.2.6). Additionally, 69% of those graduates who were not enrolled in a post-secondary institution at the time of survey felt they were prepared to pursue a career based on their high school experience. In contrast, 85% of graduates attending the Marine Institute and 81% attending private colleges in the Province indicated that high school had readied them for a career.

Figure 4.2.6 Career Preparedness Through High School Experience June 2001 High School Graduates



Overall, 35% of graduates indicated that they were not prepared to pursue a career after graduation from high school. The common themes expressed by graduates were " high school is general studies and not specific enough", "high school is too easy" and "a post-secondary education is required for a career".

It is interesting to note that as parental education levels rose, the expectations of graduates with respect to building a career based on a high school education fell. In fact, only 58% of graduates whose parents had completed post-secondary felt that a high school education was adequate compared to 75% of graduates whose parent(s) had less than a high school education.

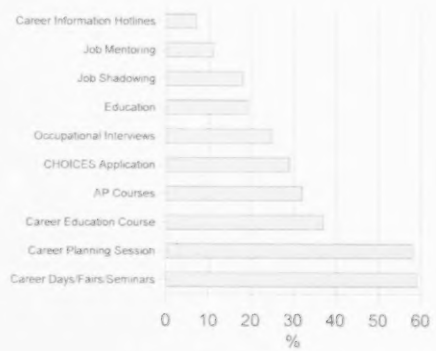
4.2.7 Did specific high school courses influence the decisions of graduates with respect to their post-secondary options?

To determine the impact of select courses and high school activities on present decisions, graduates were asked to rate the level of influence that the following had: Career Education Course, Co-op Education, Advanced Placement (AP) courses, Career Days/Fairs/Seminars, the CHOICES computer application, a career planning session with their guidance counsellor, the career information hotline, job shadowing, job mentoring, and an occupational interview held during high school. For each option they were asked whether it had a 'great influence', 'some influence', or 'no influence' on their present decisions or they could indicate that they did not participate in the course or activity. In considering the findings from this question, it is important to note that 100% of the June 2001 high school graduate population did not have access to these

courses/activities. Access was limited by both the availability of the course in the school as well as limited seats.

When comparing the overall responses of 'great' and 'some' influence, the top ranked activities were career days/fairs/seminars and career planning sessions with a guidance counsellor (see Figure 4.2.7). Almost 60% of graduates identified that these two separate activities provide some level of influence on their present day decisions. Conversely, 75% of graduates indicated that they did not participate in co-op education, the career information hotline, job shadowing, and job mentoring during high school.

Figure 4.2.7 High School Courses/Activities Which Influenced Post-Secondary Decisions of June 2001 High School Graduates



As shown in Table 4.2.7, the influence of a high school course and/or activity on post-secondary options varied across institutional sectors. For instance, the career education course had the greatest influence on Newfoundland private college students with 25% stating it was a great influence on their decision. Advance Placement courses, not surprisingly, had the largest impact on university students who can claim these courses as credits at the university level. In fact 29% of graduates attending Memorial University and 33% attending out-of-province universities cited AP courses as having a major impact on their decision. Career day, fairs and institutional seminars appeared to be an influential factor with both Marine Institute (29%) and Newfoundland private college students (30%). Similarly, a career planning session with a guidance counsellor was influential with those attending the College of the North Atlantic (35%), the Marine Institute (50%) and Newfoundland private colleges (37%).

It is evident that some courses and activities played a larger role in post-secondary decisions than others across school districts. Just over one-quarter (26%) of graduates from District 10 were

influenced by the availability of AP courses (26%) in high school however, this is not surprising in that a large cohort from this school district attend Memorial University and, as stated previously, these courses allow students to gain university credits. Districts 5, 7 and 8 had the largest group identify career days/fairs/seminars as highly influential on present activities with 27%, 25% and 24%, respectively, signifying this. A career planning session with a guidance counsellor ranked high in District 8 with 48% stating it was a 'great influence' while just under 19% from District 10 agreed with this.

Source	Memorial University	Marine Institute	College of the North Atlantic	NF Private College	Out of Province University	Out of Province College
			%			
Career Education Course	10.5	14.1	20.3	25.4	8.2	20.3
Co-op Education	10.3	8.7	18.6	19.5	11.3	18.6
AP Courses	29.2	18.5	15.3	13.0	33.0	15.3
Career Days/Fairs/Seminar	15.3	29.3	10.2	30.2	25.2	10.2
CHOICES application	6.7	5.4	3.4	14.8	7.8	3.4
Career Planning Session with Guidance Counsellor	24.7	50.0	28.8	37.3	31.6	28.8
Career Information Hotline	1.3	1.1	1.7	5.3	1.4	1.7
Job Shadowing	7.7	6.5	10.2	12.4	9.2	10.2
Job Mentoring	3.2	2.2	3.4	7.7	4.6	3.4
Occupation Interview during High School	6.9	4.3	10.2	10.7	5.7	10.2

Note: Respondents were permitted to give multiple answers to this question so totals may not add to 100%

Table 4.2.7 High School Courses/Activities With Greatest Influence on Post-Secondary Decisions of June 2001 High School Graduates by Institutional Sector

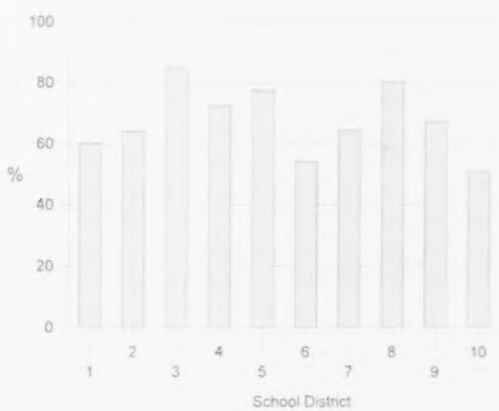
4.2.8 Would graduates be willing to move to advance their careers or to obtain employment?

When asked about willingness to move for work and career options over 90% indicated that this would be a potential option for them with no significant difference between any of the identified groups.

4.2.9 Did graduates take the Enterprise Education course in high school and, if so, have they ever considered starting their own business?

Enterprise Education is a course designed for students who wish to pursue an in-depth study of enterprise development by enabling them to formulate ideas, translate those ideas into action and follow them through to a venture. Overall, 64% of graduates indicated that they had taken the Enterprise Education course at some point during high school. A total of 109 schools across the Province offered the course. Rural students (69%) were more inclined to take part in this course than urban counterparts (51%). As seen in Table 4.2.9a, School Districts 3 and 8 had the highest participation rates in the program at 85% and 80%, respectively, however, only 50% of graduates in District 10 had participated. Across post-secondary sectors, of those graduates attending the Marine Institute and out-of-province colleges, 74% had taken the Enterprise Education course compared to only 58% of the June 2001 graduates attending Memorial University. Additionally, 67% of graduates who were working, unemployed or involved in some other non-post-secondary activity at the time of survey indicated that they had taken Enterprise Education in high school.

Figure 4.2.9a Percentage of Graduates Who Took Enterprise Education in High School by School District June 2001 High School Graduates



Those graduates who had taken Enterprise Education were asked about their interest in starting a business. Over 43% indicated that they have considered doing so with males appearing to be more entrepreneurial than females. In fact 53% of males expressed an interest in starting a business compared to just 36% of females. Urban graduates (49%) showed higher levels of interest in self-employment compared to their rural counterparts (42%) and, as shown in Figure 4.2.9b across school districts, over 50% of those in Districts 1 and 10 who had taken the course stated they have considered starting their own business. In contrast, just under 35% of those in District 7 indicated the same. While there was high participation in the course for graduates currently attending the Marine Institute, only 27% of Marine Institute graduates expressed an interest in starting a business. Entrepreneurial interest was higher among students in out-of-province colleges where just over half (52%) of those who had taken the course considered starting their own venture. Finally, entrepreneurship increased with the level of parental education as approximately 47% of graduates whose parent(s) had some post-secondary or had completed post-secondary expressed interest compared to only 35% of graduates whose parent(s) had less than high school.

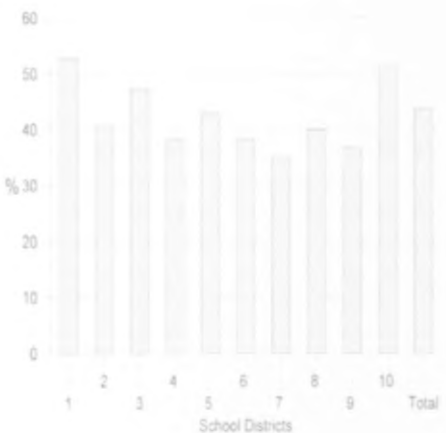


Figure 4.2.9b Percentage of Graduates Having Taken Enterprise Education Considering Entrepreneurship June 2001 High School Graduates

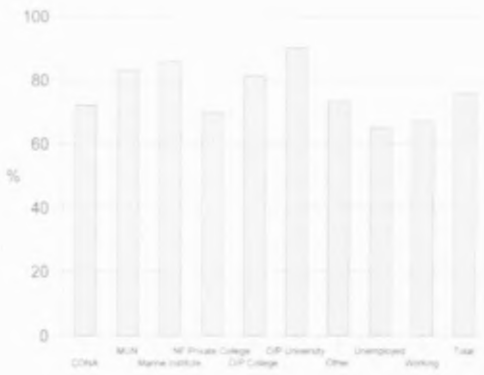
4.3 Graduate Activities During High School

4.3.1 Were graduates involved in extracurricular activities during high school?

When asked if they participated in extracurricular activities almost 75% of graduates stated they had done so. As parental education levels increased so did the extracurricular involvement of their children. Those graduates enrolled in a post-secondary institution (81%) were more inclined to be involved with extracurricular activities during high school than graduates who never proceeded to post-secondary (68%). As outlined in Figure 4.3.1, those attending out-of-province universities reported the highest level of extracurricular involvement, followed by those attending Memorial. Graduates who were either unemployed or working at the time of survey had the least amount of involvement during high school.

When asked about the activities that they were involved with, sports was by far the most popular choice of 80% of graduates. Other areas of interest included choir and band-related activities, drama, student council, graduation and yearbook committees, 'Students Against Drunk Driving' and peer tutoring. It is evident that many graduates were involved in a variety of extracurricular activities that were either related to personal development or of personal interest. The majority (80%) indicated that their involvement was for 10 hours or less per week.

Figure 4.3.1 Extracurricular Involvement of Graduates During High School June 2001 High School Graduates



4.3.2 Did graduates work during high school and, if so, why did they work?

Statistics Canada's Youth in Transition Survey determined that during the last year of high school, 61.5% of Canadian youth worked for pay and males and females were equally likely to have a paid job.[6] However, these findings contrast sharply to the findings of the Follow-up Survey of June 2001 High School Graduates where only 42% of Newfoundland and Labrador's June 2001 high school graduating class worked during high school and nearly half (47%) of male graduates were employed compared to 38% of females.

As would be expected given the increased opportunities in urban areas, more urban graduates (58%) had part-time jobs than did their rural counterparts (35%). Of interest is the fact that as parental education levels increased so did the likelihood of graduates having a job while in high school. Almost half (49%) of graduates whose parent(s) had completed post-secondary were working while also attending school compared to 27% of graduates whose parents had less than a high school education.

As shown in Figure 4.3.2, graduates engaged in university studies or working at the time of survey were the most inclined to have worked during school while those attending a private college or unemployed were the least likely. When asked what prompted them to work during high school, 93% of graduates indicated that the need for spending money as a factor in their decision. Other factors suggested by graduates were the desire to gain work experience (68%), the need to earn money for their post-secondary education (55%) or a non-post-secondary purchase (36%). A minority of graduates (17%) were required to work to supplement family finances.

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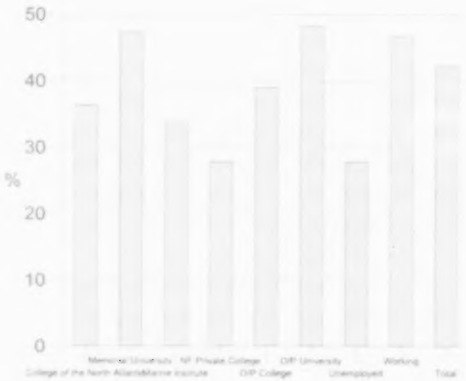
[6] Statistics Canada. At a Crossroads: First Results for the 18 to 20-Year-old Cohort of the Youth in Transition Survey, 2002.

Figure 4.3.2 Percentage of Graduates Employed During High School June 2001 High School Graduates

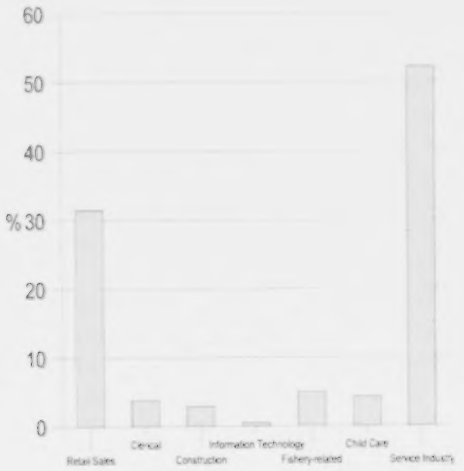


Just over 60% of graduates employed during high school reported working an average of twenty hours weekly, 20% worked 30 hours per week, 12% worked 40 hours per week and less than 5% reported working more than 40 hours weekly.

4.3.3 What types of jobs did graduates work at during high school and how many hours did they work per week?

Just over half (52%) of graduates who reported working during high school indicated that they had been employed in the service industry in positions ranging from gas bar attendant (3%) to fast food server (20%) or had obtained non-construction labour-related positions such as community grant projects workers (5%). As shown in Figure 4.3.3, the retail sales industry was the employer for another 31% of working high school students.

4.3.3 Where Graduates Worked During High School June 2001 High School Graduates



Just over 60% of graduates employed during high school reported working an average of twenty hours weekly, 20% worked 30 hours per week, 12% worked 40 hours per week and less than 5% reported working more than 40 hours weekly.

5.0 THE POST-SECONDARY STATUS OF THE JUNE 1996 VERSUS THE JUNE 2001 HIGH SCHOOL GRADUATE

The survey model for the 2001 High School Follow-up Survey differs from the model used in 1996 therefore detailed comparison of data from both surveys is not feasible. It is, however, possible to determine: (a) the post-graduation activities of both cohorts; (b) what challenges prevent graduates from engaging in post-secondary studies directly out of high school; and, (c) the future post-secondary plans of the non-post-secondary cohort in both years.

5.1 POST-GRADUATION STATUS

In June of 1996, 7251 students graduated from high school in Newfoundland and Labrador. In June, 2001, with the impact of declining enrolment over the last decade, the number of high school graduates had declined to 5,992.

As shown in Table 5.1.1, while there were fewer students graduating in 2001 than in 1996, a greater percentage (one percentage point) of 2001 high school graduates chose to engage in post-secondary studies directly out of high school than did their 1996 counterparts. While the percentage increase is small, it is encouraging to see the trend towards higher levels of educational attainment continue with the most recent graduates.

The number of graduates upgrading their marks in 2001 is approximately half the number who did so in 1996 and this is likely a reflection of more academic success in the 2001 graduating class. While approximately 24% of graduates from both the 1996 and 2001 cohorts entered the labour market directly out of high school, the success of graduates in finding employment decreased in 2001 and the rate of unemployment grew by one and a half percentage points.

There was also a significant shift between choice of institutional sectors noted in 2001 graduates. Proportionately, almost 40% of graduates in 2001 chose to attend Memorial University compared to 37% of the graduating class in 1996. In real numbers, however, the first year student count at Memorial from this cohort is down by 9%.

In 2001, a smaller percentage of graduates chose to pursue their education in out-of-province institutions. Furthermore, the percentage of graduates attending the College of the North Atlantic increased from 12% in 1996 to 17% in 2001. Parallel to this increase, was a decrease in the number of graduates attending in-province private colleges. In fact, the percentage of high school graduates attending a private college in Newfoundland and Labrador directly out of high school fell from 13% in 1996 to 4% in 2001.

Status	June 1996 High School Graduates		June 2001 High School Graduates	
	#	%	#	%
Memorial University	2346	36.8	2126	39.6
College of the North Atlantic	748	11.7	931	17.3
Marine Institute	-	-	112	2.1
NF Private College	812	12.7	229	4.3
Out-of-Province Universities	466	7.3	338	6.3
Out-of Province Colleges	96	1.5	72	1.3
Subtotal Post-Secondary	**4468**	**70.2**	**3808**	**70.9**
Upgrading	257	4.0	143	2.7
Employed	1137	17.8	898	16.7
Unemployed	402	6.3	416	7.7
Other	106	1.7	106	2.0
Subtotal Non-Post-Secondary	**1902**	**29.9**	**1563**	**29.1**
TOTAL	**6370**	**100.0**	**5371**	**100.0**

Table 5.1.1 Comparison of Post-Graduation Status of June 2001 High School Graduates to June 1996 High School Graduates

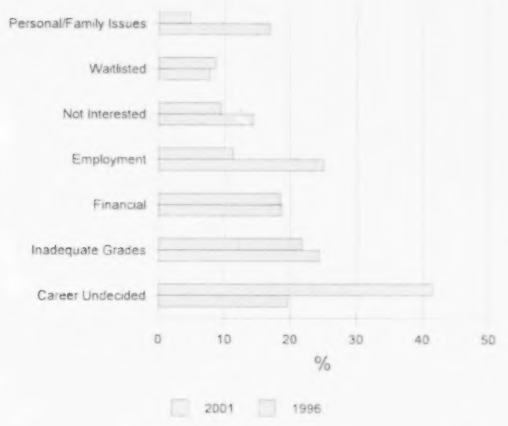
5.2 Reasons for Not Attending a Post-Secondary Institution Directly out of High School

The major factors influencing the decision of 2001 graduates to not attend a post-secondary institution immediately after high school are presented in Figure 5.2.1 and compared to the main reasons reported by 1996 graduates for non-attendance. In both years the survey design allowed respondents to give multiple reasons.

For the graduates of 1996, low grades or failure to meet entrance requirements as well as the prospect of employment were cited most frequently as the main reason for not engaging in post secondary studies after high school graduation. While inadequate grades also had an impact on the decision of 2001 graduates, the overwhelming factor in their decision was the lack of a career goal.

Another factor of significant influence on both cohorts was the inability of graduates to finance their post-secondary education. Personal and family issues appear to have affected fewer graduates, proportionately, in 2001. Waitlists were a barrier for a slightly higher percentage of graduates in 2001 compared to 1996.

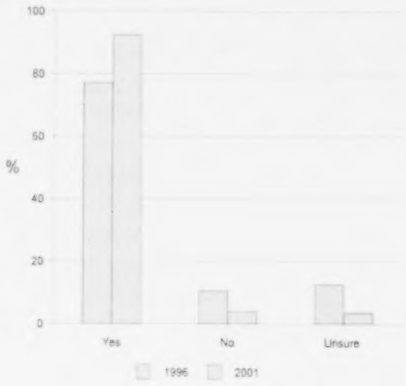
Figure 5.2.1 Reasons for Not Attending a Post-Secondary Institution After Graduation Graduates of June 1996, 2001



5.3 Plans of Graduates Not Pursuing a Post-Secondary Education

A higher percentage of 2001 high school graduates (93%) who were not attending post-secondary at the time of survey indicated that they planned to attend in the future compared to graduates of 1996 (77%). In addition, in 2001, only 4% were unsure about future post-secondary studies compared to 1996 when 13% indicated that were undecided about future plans.

Figure 5.3.1 Post-Secondary Plans of Graduates Not Enrolled in Post-Secondary Directly from High School Graduates of June 1996 and 2001



Summary Comparison of 1996 and 2001 High School Graduates

There have been significant gains in educational attainment in Newfoundland and Labrador during the past two decades. Increasingly, a higher proportion of high school graduates are realizing the value of a post-secondary education for their long-term future. Although there was only a minor increase in the proportion of high school graduates from 2001 who engaged in post-secondary studies directly out of high school compared to graduates of 1996, the positive trend is continuing. In 2001 a greater percentage of high school graduates chose to study at Memorial University (40% compared to 37% in 1996) and the percentage of graduates attending the College of the North Atlantic increased by five percentage points. At the same time, the percentage of graduates leaving the province to study at out-of-province institutions decreased. Additionally, a greater percentage of 2001 graduates who were not in post-secondary at the time of survey indicated that they planned on attending sometime in the future.

The reasons why graduates chose not to attend a post-secondary institution directly out of high school have not changed although greater numbers of graduates are reporting that they are undecided on a career path at the time of graduation.

CONCLUSION

Post-Secondary Participation:

The findings from the Follow-up Survey of June 2001 High School Graduates were very encouraging. Not only had a high percentage of June 2001 high school graduates (71%) engaged in post-secondary studies in the fall after graduation but a further 93% of graduates surveyed who were not attending post-secondary at the time of survey expressed a desire to attend sometime in the future.

The largest percentage of high school graduates in post-secondary studies chose to attend Memorial University (56%) while 25% were in attendance at the College of the North Atlantic, up from 17% attending the public college in 1996. However, smaller numbers of high school graduates attended private colleges in Newfoundland and Labrador in 2001 - only 6% of the June 2001 high school graduating class enrolled in a private college compared to 18% of the June 1996 graduating class.

Additionally, a large number of the 2001 graduates currently engaged in studies at one of the Province's post-secondary institutions have resolved to attain higher levels of post-secondary credentials in the future. At the College of the North Atlantic and the Marine Institute where graduates are generally enrolled in vocational diploma granting programs, 37% and 41%, respectively, stated that they look to attain a degree after completion of their diploma programs. For the June 2001 high school graduates currently attending Memorial University in degree programs, 35% indicated that they have set their sights on furthering their education with a Masters or Doctoral degree or a professional designation.

The majority of the June 2001 high school graduates not pursuing a post-secondary education at the time of survey were employed in full-time or part-time low-skill positions in retail sales and restaurant/fast food establishments and their wages reflected the absence of a formal post-secondary education. With increased technology and the future labour market demanding that workers have post-secondary credentials, the harsh reality is that these students will remain in low-skill, low income jobs unless they increase their educational attainment.

Barrier to Post-Secondary Education:

The greatest obstacle to post-secondary education participation for the June 2001 high school graduate was indecision on a career path. Many of those not entering a post-secondary institution directly out of high school, but with plans of pursuing post-secondary in the future, felt they needed more time to explore and decide on a course of study. Inadequate entrance grades hampered some graduates from entering post-secondary, however 9% of non-post-secondary high school graduates were actively upgrading their high school marks at the time of survey and it is expected that these graduates will eventually enter post-secondary.

While financial constraints, such as a lack of financial resources and a fear of too much debt, continues to be a barrier for 19% of non-post secondary high school graduates, it is anticipated that changes to the government student loan program, implemented in August, 2002, will address many of these concerns.

Additionally, consistent with previous findings, the decision to attend a post-secondary institution was associated with parental education levels. The graduates of 2001 were no exception - three quarters of graduates having one or more parent with a post-secondary education attended post-secondary while more than half of those with no post-secondary plans had parents with no post-secondary education.

Career Guidance

What is most apparent in the findings is the role of the family in shaping the future of students. Graduates attending post-secondary indicated that they were largely influenced by their parents or relatives to do so. The survey also revealed that graduates consider teachers and guidance counsellors as important sources of advice on career information. Therefore, timely and accurate information on post-secondary options, including details on programs and institutions, government student loans and labour market information, must be made available not only to the students themselves through guidance and career education programs offered within the school, but also to parents and family members who many students ultimately look to for direction. The interaction of students within their high school environment is also an important factor in helping student's realize their post-secondary ambitions.

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The data file of high school graduates from June 2001 will be cross referenced against the first year data files of the various post-secondary institutions. If a student is not matched with a specific post-secondary institution then Q1 is asked, else the appropriate question relating their specific institution is used, with the data automatically completed as identified:

Post-Secondary Only

1)Are you presently enrolled in a post-secondary institution?
YES NO

For Memorial University students:
Our records indicate that you are enrolled at _____ completing the _____
[populated from database] program. Is this correct?
YES NO

For Marine Institute students:
Our records indicate that you are enrolled at _____ completing the _____
[populated from database] program. Is this correct?
YES NO

For College of the North Atlantic students:
Our records indicate that you are enrolled at _____ completing the _____
[populated from database] program. Is this correct?
YES NO

For Private/other institution students:
Our records indicate that you are enrolled at _____ completing the _____
[populated from database] program. Is this correct?
YES NO

2) What post-secondary institution are you attending?

___ Memorial University
___College of the North Atlantic
___ Marine Institute
___ Private College
___ Outside NF institution

Memorial University

3) What campus are you attending?____
What degree or major do you wish to achieve? _____ Have not decided __

Marine Institute

4) What campus are you attending? ___
What program do you wish to achieve? _____ Have not decided __
Will you complete a degree or diploma? Degree __ Diploma __ Unsure __
How long is this program: Months ___ or Years ___ Unsure __

College of the North Atlantic

5) Which campus are attending? _____
What program are you studying? _____
How long is this program: Months ___ or Years ___ Unsure __

Private College

6) What institution are you attending? _____
Where is this institution located? City/Town- _____
What program are you studying? _____ Unsure __
How long is this program: Months ___ or Years ___ Unsure __

Outside Newfoundland Institution

7) What institution are you attending? _____
Where is this institution located? City/Town- _____ Province/State- _____
What program are you studying? _____ Unsure __
How long is this program: Months ___ or Years ___ Unsure __

8) Why didn't you choose to study post-secondary in Newfoundland? [DO NOT READ LIST]

___ better scholarships are available out of Province
___ the program I wanted is not offered in Newfoundland
___ there are smaller class sizes away
___ programs are of higher quality at out of Province institutions
___ I wanted to do my post-secondary education outside of Newfoundland
___ personal/family reasons
___ no specific reasons
___ other (please specify) _____

Institution Related

9) Was [populate with institution] your first choice for a post-secondary institution?
YES NO

10) If this wasn't your first choice for a post-secondary institution, why did you choose this one?
[DO NOT READ LIST - Multiple answers allowed]
___ waitlisted for first choice
___ was not accepted for first choice
___ accepted at this institution
___ financial reasons
___ change in career goals
___ other (please specify) _____

11) If "Waitlisted for First Choice" selected in previous question, then
- What was your first choice for a post-secondary institution? ___
- What other post-secondary institutions are you waitlisted for? ___ No others __

12) How did you first learn about the institution you are currently attending?
[DO NOT READ LIST - Multiple answers allowed]
___ general mail out/non addressed mail
___ offering program I wanted
___ read institutional literature
___ heard speaker from the institution
___ recruiter for institution
___ visited the institution
___ friends

___ family/relatives
___ teachers
___ guidance counsellors
___ career fairs
___ Career Information Hotline
___ internet
___ media (magazines/books/radio/TV, etc.)
___ other (please specify) _____

13) Why did you choose to attend [populate with name of institution]?
[DO NOT READ LIST - Multiple answers allowed]

___ tuition
___ cost
___ located in or close to hometown
___ family influence and support
___ friends
___ contact with a recruiter representing this program
___ availability of desired program
___ student/school facilities
___ length of course
___ reputation
___ size of school
___ extracurricular activities available
___ interested in furthering education
___ other (please specify) _____

14) How satisfied are you with [populate with name of institution] to date?

___ very satisfied
___ satisfied
___ unsatisfied
___ very unsatisfied
___ unsure

15) Did you research other institutions before choosing this one?

YES NO

Program Related

16) Was [populate with program] your first choice for a post-secondary program?
YES NO

17) If this wasn't your first choice for a post-secondary program, why did you choose this one?
[DO NOT READ LIST - Multiple answers allowed]

___ waitlisted for first choice
___ accepted for this program
___ financial reasons
___ was not accepted for first choice
___ change in career goals
___ other (please specify) _____

18) If "Waitlisted for First Choice" selected in previous question, then
- What was your first choice for a post-secondary program? ___
- What other post-secondary programs are you waitlisted for? ___ No others __

19) How did you first learn about the program you are currently completing?
[DO NOT READ LIST - Multiple answers allowed]

___ read program info from institution on the program
___ heard speaker from the institution talk about the program
___ recruiter for institution
___ general mail out/non addressed mail
___ Spoke to grad of program
___ visited the institution offering the program
___ friends
___ family/relatives
___ teachers
___ guidance counsellors
___ career fairs
___ Career Information Hotline
___ internet
___ media (magazines/books/radio/TV, etc.)
___ other (please specify) _____

20) Why did you choose to study [populate with name of program]? [DO NOT READ LIST -

Multiple answers allowed]

___ tuition
___ cost
___ located in or close to hometown
___ family influence and support
___ friends
___ contact with a recruiter representing this program
___ employment opportunities
___ earning potential
___ availability of work terms/on the job training
___ opportunity to travel with job
___ length of course/program
___ reputation
___ the content of the program
___ facilities
___ interest in subject
___ interested in furthering education
___ it provides a good background for other post-secondary education (other degrees/diplomas/certified journeypersons certificates) in the future
___ other (please specify) _____

21) How satisfied are you with [populate with name of program] to date?

___ very satisfied
___ satisfied
___ unsatisfied
___ very unsatisfied
___ unsure

22) Did you research other programs before choosing this one?

YES NO

23) How important was each of the following factors in your decision to pursue a post-secondary education? For each factor please indicate the degree of importance. [READ LIST - ROTATE]

	Very Important	Somewhat Important	Not Very Important	Not at all Important

employment opportunities	___	___	___	___
family encouragement	___	___	___	___
friends' opinions	___	___	___	___
potential of high earnings	___	___	___	___
interest in subject area	___	___	___	___

24) If you had your time back, which one of the following options would you select?
[READ LIST]

___ the same program at the same institution
___ a different program at the same institution (please specify) _____
___ the same program at a different institution
___ a different program at a different institution (please specify) _____
___ would not enter a post-secondary program
___ other (please specify) _____

25) How far do you plan to go with your education? [DO NOT READ LIST]

___ 1 - 2 year certificate/diploma
___ 3 year diploma
___ Certified Journeyperson
___ Degree
___ Masters
___ Ph.D.
___ Professional designation (ie, doctor, CA, dentist, etc,)
___ unsure

26) How are you paying for your post-secondary education?
[DO NOT READ LIST - Multiple answers allowed]

___ student loans
___ bursaries/scholarships
___ personal bank/credit union loan
___ other private loans
___ savings from present job
___ savings from a previous job (ie summer job)

___ RESP/other educational savings plans
___ HRDC sponsorship/EI
___ social assistance
___ Tutoring for Tuition program_
___ SWASP
___ Family financial support [- Is this support coming from savings Y / N / DK]
- from a bank loan Y / N / DK
- from a private non-bank loan Y / N / DK
- Do you have to pay it back? Y / N / DK

___ other (please specify) _____

b) What is the percentage that each funding source contributes?
[populate from previous question, add up to 100 %] ____

c) I will now read back your answers on how you are paying for your post-secondary education. Is the following correct?

d) Did you apply for any scholarships or bursaries? YES NO

e) If No is there any reason why you didn't apply _____

27) What was the value of your Tutoring for Tuition voucher? _____
Please rank how important the Tutoring For Tuition program was in your deciding to attend [name of institution]

___ very important
___ somewhat important
___ important
___ not important at all

28) What were your approximate earnings for SWASP? _____
Please rank how important the SWASP program was in your deciding to attend [populate with name of institution]

___ very important
___ somewhat important
___ important
___ not important at all

End of Post-Secondary Only

Non Post-Secondary Only

29) What are you currently doing: [READ LIST - ROTATE]

___ working full time
___ working part time
___ self-employed
___ unemployed and looking for work
___ unemployed and not looking for work
___ have returned to High School to improve grades
___ other (please specify) _____

30) Did you attend a post-secondary institution following high school but have since discontinued the program? YES NO

If Yes: I will read a list of seven factors. Please indicate whether each factor is a major reason, minor reason, or had no impact on your decision to discontinue your studies. ROTATE LIST

	Major Reason	Minor Reason	No Impact
program was not what I expected	___	___	___
difficulty of program/academic failure	___	___	___
financial issues	___	___	___
lost interest in the program	___	___	___
undecided on a career	___	___	___
personal/family/illness issues	___	___	___
employment	___	___	___
other (please specify) _____			
refused ___			

31) Why did you choose not to attend a post-secondary institution at this time? I will read a list of seven factors. Please indicate whether each factor is a major reason, minor reason, or had no impact on your decision.
[those selected as major/minor will result in additional questions being asked on that topic]
ROTATE LIST

	Major Reason	Minor Reason	No Impact
financial issues	___	___	___
not interested	___	___	___
career undecided	___	___	___
entrance requirements/high school marks need upgrading	___	___	___
waitlisted	___	___	___
personal/family reasons	___	___	___
currently employed	___	___	___

-appropriate questions will be asked as per selections (those identified as major/minor reason) above

32) You indicated that Financial Issues have played a reason in your decision not to attend a post-secondary institution at this time. I will read a short list of statements, please indicate with Yes or No whether each have played a part in your decision.

- I am afraid of getting into too much debt YES NO
- I was not able to get enough money to attend YES NO
- If Yes: Did you apply for a student loan? YES NO
- The desired program I wish to take is too expensive YES NO
- Are there other issues you wish to identify? YES NO
  (please specify) _____

33) You indicated that you are Not Interested in attending a post-secondary institution at this time. I will read a short list of statements, please indicate with Yes or No whether each have played a part in your decision.

- I feel that a post-secondary education will not help me get a job YES NO
- I wish to attend sometime in the future YES NO
- I wish to take a break from studying and books/ Do not wish to return to academic life YES NO

- I am planning on doing some travel before deciding YES NO
- Are there other issues you wish to identify? YES NO
  (please specify) _____

34) You indicated that not deciding on a Career is a reason for you not attending a post-secondary institution at this time. I will read a short list of statements, please indicate with Yes or No whether each have played a part in your decision.
- I did not have sufficient information on my post-secondary options YES NO
- I am undecided between more than one career choice YES NO
- Are there other issues you wish to identify? YES NO
  (please specify) _____

35) You indicated that Entrance Requirements have played a reason in your decision not to attend a post-secondary institution at this time. I will read a short list of statements, please indicate with Yes or No whether each have played a part in your decision.
- I did not meet the entrance requirements for the institution I wished to enter YES NO
- I did not meet the entrance requirements for the program I wished to enter YES NO
- I am currently back in high school upgrading my marks YES NO
- Are there other issues you wish to identify? YES NO
  (please specify) _____

36) You indicated that being Waitlisted has played a reason in your decision not to attend a post-secondary institution at this time.
- Please identify the institutions and programs you are waitlisted for _____

37) You indicated that Personal/Family reasons have played a reason in your decision not to attend a post-secondary institution at this time. I will read a short list of statements, please indicate with Yes or No whether each have played a part in your decision.
- Health reasons prevent me from attending YES NO
- My present family commitments are more important YES NO
- I don't want to leave my community and home YES NO
- other (please specify) _____

38) You indicated that Current Employment has played a reason in your decision not to attend a post-secondary institution at this time.

- Are you currently working Full Time YES NO
- Are you currently working Part Time YES NO
- Are you self-employed YES NO

- What job sector are you currently working in: [DO NOT READ]
  - ___ sales/retail
  - ___ clerical
  - ___ construction
  - ___ technology/computers
  - ___ restaurant/fast food
  - ___ fishery related
  - ___ child care
  - ___ other (please specify) _____

- What is your hourly wage:
  - ___ min wage
  - ___ $5.51 to $8
  - ___ $8 to $14
  - ___ >$14
  - ___ refused

39) What is your main reason for pursuing employment at this time? [READ LIST - ROTATE]

To earn money for post-secondary education	YES	NO
To support my family	YES	NO
To support myself	YES	NO
It is what I want to do	YES	NO
To use for a specific non post-secondary event - eg. trip, buy a car	YES	NO
I have started my own business	YES	NO
Other (please specify) _____		

40) Are you planning to attend a post-secondary institution in the future?

- ___ yes, if so when _____
- ___ no
- ___ unsure

41) What post-secondary institution would you be interested in attending? _____
Unsure as of now___

Where is this school located? _____
What program are you interested in? _____ Unsure/Don't Know ___
How long is this program: months ___ or years ___ Unsure/Don't Know ___

42) Are you familiar with the entrance requirements for the different post-secondary schools?
___ yes
___ no
___ somewhat familiar

43) If you decided to pursue a post-secondary education, how would you finance it?
[Check all that apply - Do not read list]
___ family support
___ student loans
___ from own savings
___ would work while in school
___ bursaries/scholarships
___ bank/credit union loan
___ other private loans (please specify)
___ RESP/other educational savings plans
___ HRDC sponsorship/EI
___ social assistance
___ Tutoring for Tuition program
___ SWASP
___ other (please specify) _____

End of Non Post-Secondary Only

Both Cohorts

44) How important have each of the following sources of advice been to you when gathering post-secondary and career related information? For each factor please indicate the degree of importance as Very Important, Somewhat Important, Not Very Important or Not at All Important. [ROTATE LIST]

	Very Important	Somewhat Important	Not Very Important	Not at all Important
The advice given by:				
parents/guardians	___	___	___	___
friends	___	___	___	___
high school teachers	___	___	___	___
high school guidance counsellors	___	___	___	___
institutional representatives & literature	___	___	___	___
media (magazine, TV, radio, etc)	___	___	___	___
career planning centres	___	___	___	___

45) During high school did any post-secondary institutions speak with you or do presentations on their schools? (either through general assemblies, classroom presentations, career fairs, personal interviews, etc)

YES NO

46) Which institution(s) did this _____

47) How much do you think each of the following post-secondary options will cost per year (including food, accommodations, books, living expenses, etc):

University education $____ unsure/don't know__
Public College education $____ unsure/don't know__
Private School education $____ unsure/don't know__

48) Do you know where to get information on Student Loans?

___ yes
___ no
___ unsure

49) Have you ever called the Student Loan telephone number to get information?

YES NO

If Yes, were you successful in getting the information you required?
YES NO

If Yes, how useful was this information?
___ very useful
___ somewhat useful
___ not very useful
___ not useful at all

If Np, did you have difficulty in getting through on the phone
YES NO

Was the person you spoke with not helpful with your request
YES NO

50) Have you ever used the Student Aid website to get information?
YES NO

If Yes, were you successful in getting the information you required?
YES NO

If Yes, how useful was this information?
___ very useful
___ somewhat useful
___ not very useful
___ not useful at all

51) During high school was there a presentation relating to student aid carried out by either by a government official or someone from a lending institution?
___ yes
___ no
___ unsure

52) Did you apply for a Student Loan?
___ yes
___ no
___ unsure

If Yes; were you successful
YES NO

If No; why not _____

53) During high school, was assistance available to help you complete your student loan application?

___ yes
___ no
___ unsure

If Yes; who was the person/where did the assistance come from _____?

54) Are you aware of the CareerSearch document produced by the Department of Youth Services and Post-Secondary Education that provides details on earnings and employment of recent graduates from the various post-secondary institutions?

___ yes
___ no
___ unsure

55) Did you use this to aid in your career decisions?
YES NO

56) Was this document helpful?

___ very helpful
___ somewhat helpful
___ not helpful
___ n/a

57) Were you employed for wages while in High School:
YES NO

58) What was your employment during High School? _____
Approximately how many hours did you work per week? ___

During this time did you work: [READ LIST - ROTATE]

To gain work experience	YES	NO
To get money for post-secondary	YES	NO
To get money for something specific	YES	NO
To help my family	YES	NO
To get my own spending money	YES	NO

59) Do you have any hobbies and/or interests that you consider important in your career decisions?

YES NO

60) What would these be _____

61) Are you aware of the following career counseling services both within your High School and through government locations? [READ LIST]

Career Information Hotline:	YES	NO
HRDC Career Planning Centres:	YES	NO
Guidance Counsellor:	YES	NO
Choices Career Planning program:	YES	NO
WorkinfoNET:	YES	NO
Community Career Centre website:	YES	NO
Linkages Program:	YES	NO
Youth Services Canada Project:	YES	NO

62) Did you use [populate with each topic selected Y in previous question] to help plan your future?

YES NO

63) Do you feel High School has adequately prepared you for a career and/or transition to post-secondary education?:

YES NO

64) Why do you feel that High School has not prepared you for a career and/or transition to post-secondary education? _____

65) To what extent have the following High School courses and activities influenced your decision [to attend ..name of post-secondary institution currently attending OR to not attend a post-secondary institution].
A great extent, somewhat of an influence, they had no influence or you didn't participate in the course/activity or were unaware of it.

Career Education course	___	___	___
Co-op Education	___	___	___
advanced placement courses	___	___	___
career days/fairs/seminars	___	___	___
the CHOICES career planning program	___	___	___
a career planning session with your guidance counsellor	___	___	___
The Career Information Hotline	___	___	___
job shadowing	___	___	___
job mentoring	___	___	___
occupational interviews conducted during high school	___	___	___

If section is of "Great Extent" or "Somewhat" then the following appropriate questions will be asked:

Co-op education:
Was it subject specific (i.e. did you work in a specific industry) or was it general in nature (you were exposed to several different work environments)

___ Subject specific
___ General in nature
___ Both

Advanced Placement courses:
Which subjects did you take____
Did you write the exam for [populate from previous] YES NO

66) Did you take Enterprise Education during High School?
YES NO

67) Have you ever considered starting your own business?
YES NO

68) Did you take part in extracurricular activities offered through your High School? (band, drama, sports, etc)
YES NO

69) What extracurricular activities did you take part in?
[Check all that apply - READ LIST - ROTATE]
___ drama
___ Student Council
___ sports
___ choir / band
___ other (please specify) _____

70) Approximately how many hours per week did you spend at these activities overall? _____

71) Did you write a supplementary exam based upon your 2001 public exams results?
YES NO

72) What course(s):_____

73) Have you decided on a career?
___ Yes, please specify _____
___ No

74) Looking back, when did you start thinking about your career goal? [DO NOT READ LIST]
___ Grade 10 or earlier
___ Grade 11
___ Grade 12
___ after high school graduation

75) You stated that during high school you were employed doing [populate from earlier question]. Was this a deciding factor in your career goal?
YES NO

76) Can you identify any reasons why you have not decided on a career?

_____

77) Are you interested in moving to obtain work?
YES NO

Demographics
Just a few more questions for statistical purposes. This data will not identify any individuals.

78) Hometown _____ [populate with gschool]

79) What is the highest level of education completed by your father (or male legal guardian), mother (or female legal guardian), brother(s), sister(s)? [DO NOT READ LIST]

	Father	Mother
Grades K-8	___	___
Grades 9-12	___	___
graduated high school	___	___
some private institution education	___	___
completed private institution education	___	___
some vocational/trade school	___	___
completed vocational/trade school	___	___
some public college	___	___
public college diploma	___	___
some university	___	___
university diploma	___	___
bachelor's degree	___	___
master's or doctorate degree	___	___
professional degree	___	___
other (specify) _____	___	___
refused	___	___
don't know	___	___

80) Do you have any dependents?
YES NO

81) Gender (observe and select):

___ male
___ female

82) Where are you presently living? [DO NOT READ LIST]

___ on own
___ with spouse
___ with spouse and dependent(s)
___ with parents
___ with brothers/sisters
___ with relatives
___ with friends
___ in dormitory/residence
___ boarding house
___ other (please specify) _____

83) Other comments relating to current school and/or program? _____

END OF BOTH COHORTS

Thank you for your cooperation. All information is confidential and used for statistical purposes only.